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ABSTRACT

The instructor of an adapted physical education program describes his experiences and suggests guidelines for implementing other programs. Reviewed are such aspects as program orientation, class procedures, identification of student participants, and grading procedures. Objectives, lesson plans and evaluations are presented for the following units of instruction: archery, bowling, football, golf, gymnastics and trampoline, paddle tennis, recreational games, baitcasting, swimming, tennis, and volleyball. Sample forms provided include the physical fitness test record. (CL)

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A PILOT PROGRAM IN ADAPTED PHYSICAL EDUCATION

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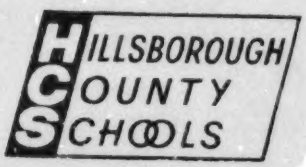

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In addition, the instructor wishes to express appreciation to the Physical Education Department Chairman and Staff of Hillsborough High School for their efforts and cooperation and encouragement.

To the students enrolled in the adaptive classes and involved in this pilot study the instructor wishes to say,

"Thank you very much for a very rewarding experience. Your cooperation, efforts and desires have returned to me far more than I could ever have given you. Without you, this study would have been impossible, but with you it has been a joy."

ADAPTIVE PHYSICAL EDUCATION FINAL EVALUATION:

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III. INTRODUCTION:

Since the conception of the idea for this study, one of our main goals has been to provide a complete comprehensive and functional guide in Adaptive Physical Education. Our ideas, methods, evaluations and suggestions are included in the hope that they will benefit numerous students and instructors in the future.

It is our aim that this guide be inclusive enough to be used in the implementation of further adaptive physical education classes throughout our state.

Several accomplishments and some failures were experienced, and it is through the reporting of these endeavors that we feel that our research will be useful.

Much was learned and much more investigation needs to be conducted. The opportunity for the furthering of our present program has been granted for the 1975-76 school year by the Hillsborough County School System. For this we are very grateful.

Certain aspects of our study are measurable and whenever possible are reported as such. However, various other conditions are not easily applied to numbers or pluses and minuses. Such a condition is the feeling of satisfaction and reward that the instructor has experienced. To have a part in seeing young people grow and begin to enjoy physical education activities for the first time in their lives is very gratifying.

IV. EVALUATION OF THE PILOT STUDY IN ADAPTIVE PHYSICAL EDUCATION:

Later sections of this report will go into detail regarding the "how to" information necessary for implementing a program in Adaptive Physical Education. This section is included in order to reflect some of the thoughts of the instructor, to relate some of his experiences, to make some recommendations and to point out some vital aspects of the program.

Teaching Adaptive Physical Education to male and female students in classes that contain both the mentally and physically limited can be very trying at times. There is not an abundance of literature available specifically related to such a task. The instructor must persist in his search for information relative to his needs. Reading, implementing, talking and asking questions, and experimenting with his own ideas and those of others are a must.

Patience will be by far the instructor's greatest asset. Working with students who are weak, uncoordinated, sickly, lacking in stamina, quiet, and often very unwilling to try, means we have an extra task to fulfill. It is important that the instructor knows each student as completely as possible. The sooner he gets to the root of the student's problem, the sooner this student will become more effective in his endeavors and, therefore, both will realize some success.

Diversity in planning cannot be determined or predicted until all students are classified and their programs are begun. Even then, changes must be made. The teacher must constantly be aware of all actions in order to identify any regression or progress. The instructor has to be, in most cases, the motivator and the leading force. If a particular individual assignment or a group activity is not going well, he should make the necessary adjustments and corrections or do away with the activity. However, he should strike a happy medium between making demands and giving in to students.

Changing the attitude of the majority of the students is also another important responsibility. For a variety of reasons the majority of the students "do not like physical education." Generally, this is because of past failures, inability to perform physical tasks or past experiences in physical education. The instructor must start selling himself and his program as soon as possible. He should continue to insist to all concerned that what his programs offer is the ultimate. He must show everyone that there is something that everyone can do and enjoy and keep after those students he feels he is not reaching. He should let them know he cares about them and that he expects them to care about themselves. He must do whatever it takes to get them involved in activities he feels are both beneficial and safe. In most cases the best rewards seem to be teacher and peer approval.

Sympathy regarding various students' limitations, illnesses, etc. should be displayed when needed. However, the ultimate aim is to improve and correct as often as possible and sympathetic reactions should not interfere. The instructor should try to use his emotions and expressions of sympathy in motivating the student.

In dealing with parents, it is essential that he provide a professional, competent and agreeable impression. He should offer as much information as possible, stressing the individuality of the program and what he wishes to have the opportunity to do for their child. Often, the attitudes of parents with limited children is negative, due to past experiences with physical education classes and instructors. Sometimes, he has to be a good listener and cannot be as eager to show that his program is different. His main aim is to acquire their trust and confidence in order to begin in the proper light for instructing their child. Some type of introductory letter (See Form 100) is very helpful in this area.

The medical doctor, chiropractor, osteopath, and other physicians are an integral part of the teacher's instructional resources. Cooperation and communication is a must. There should be an understanding that the instructor is to act as a tool, following completely all instructions as prescribed by the physician. Once he has established himself as a concerned physical educator and demonstrated competency, the physician will develop trust in him and his program. When this happens, he can then ask for additional help and make suggestions that receive approval from the physician. When dealing with the physician, he still must keep in mind that his main objective is the furtherance of each individual student's physical skills and attitudes.

Today's trends and the large number of our students' parents sending their children to physicians that were not medical doctors forced us into accepting the diagnosis and prescriptions for these students.

There has been a problem experienced when various physicians have written statements in order to "excuse" students from any and all physical education. This practice is found in dealing with both regular and adaptive physical education programs.

In a couple of cases we investigated and found that occasionally the doctor was granting the wishes of a parent by writing these notes of total excuse from any physical education classes. Upon confronting the doctor, we learned that this practice had been going on for several years. We were not able to change the present circumstances, but we did establish a rapport with these particular doctors for the future.

Another area that needs considerable attention is the planning that must take place on the departmental level. The physical education department must be aware of the total scope of the adaptive program. Cooperation regarding referrals, scheduling, inservice training, teacher reference programs and consultation are all necessary to success.

It is also helpful if the regular physical education teachers have a positive attitude toward the program. Through them and their efforts all other physical education students will possibly develop good attitudes toward the adaptive classes. If these students learn from their teachers that the adaptive classes are a corrective phase of the program and essential to the development of the students enrolled, it can serve as a positive reenforcement for adaptive students. These teachers should also aid in keeping regular students from interfering with adaptive students in their instructional areas.

Student classification is a difficult process. It requires consistency and the thorough understanding of each pupil. No pupil should be "locked in" to any classification. Constant evaluation should take place in order to insure proper classification.

The student's awareness of his classification serves no real purpose in the changing of his behavior or betterment of his condition. Generally the students knew why they were in an adaptive class and were aware of their similarities to other students. None of the students were fully aware of the classification system.

The individual exercise portion of the program can be the most significant contribution to these students. It can also be a severe problem area if not properly administered. Students generally do not enjoy exercising unless they can see some results or progress. The instructor should try to choose and assign, whenever possible, activities in which success can serve as motivation for future exercises. He must make sure he is aware of the student's limitations and start the student's program at a level he can achieve with ease. He should also increase the program's intensity appropriately and reward success as often as possible. The student should become involved in planning his program by evaluating his own weaknesses, needs and wishes.

Establishing trust in his students and displaying this to all concerned returns to the instructor the respect of the majority of pupils. Accepting the student's word that he was "not feeling well" was a practice we strictly adhered to. Some students will take advantage of the instructor in order to avoid participating in activities or exercising. This should be dealt with

on an individual basis without altering the "excuse policy" for the rest of the class.

The only requirement of students for being granted an excuse from participation was a personal confrontation with the instructor. This personal contact seemed to deter the student from constantly requesting excuses. Notations should be made every time an excuse is granted to insure good record keeping and as a possible guide for future references.

Choosing instructional units is based upon the same criteria used in regular physical education classes. In addition, the adaptive class teacher must consider individual limitations of each student. Consideration should also be given to activities that the majority of students would like to participate in and learn more about. Certainly corrective activities are very high on the list of instructional units.

Adapting the activities depends entirely upon the needs and limitations of the group. The instructor should not over adapt but should try to remain as constant as possible in technique, skills, scoring, rules and regulations. The students want to be as normal as possible and resent over-simplification when it is not needed.

All instruction need not be activity centered. The study of major sports from the spectator's point of view was well received. Interest developed in many interscholastic activities and several students attended their first high school athletic contest due to interest developed in various units in adaptive physical education classes.

There is also definitely a place for a basic hygiene unit and units in drug, alcohol and tobacco education in the Adaptive Physical Education Program.

V. PROGRAM PROGRESS:

It is the opinion of the instructor that the original concepts and objectives are being achieved.

This opinion is based upon personal observations by the instructor, individual student interviews, individual student evaluations, measurable progress in student's skill ability and an increase in the student's willingness to improve himself by trying harder.

It is only natural that the instructor will have a biased opinion favoring the success of the program's progress; however, the fact that the instructor continues to realize rewarding experiences in regard to student progress can not be ignored.

The students' levels of participation, effort and happiness are increasing. Seeing young people becoming stronger, more able to perform basic skills and overcoming fears associated with physical performance are the rewards of working in such a program.

It appears that the major gains have been in establishing self-confidence. This can be reflected in the return of three students, two male and one female, to regular physical education classes at the end of the first semester. They were all interviewed by the instructor and all were prepared and excited about going into regular classes. A check has been made on all of these students and they are doing very well.

Several other instances of students coming out of their "shells" has been seen. Becoming excited about experiencing some success and wanting to do more by some students is entirely a new thing for them.

Many students did not show an eagerness to participate in the beginning of this class. They often skipped class or were tardy. Sometimes when they did come to class they did nothing, talked to none of the other students and paid no attention to the instructor. They seemed very alone and separated from the scene of activities. Gradually they were sought out by the instructor and in some instances by other students.

It was the aim of the teacher to find ways of motivating these students. Simply asking, making requests, making demands, pleading, cojoling, offering incentives and trying everything short of force were used as methods of motivation. Of course, no two students reacted alike and in all cases the results were not as satisfactory. There are still some students that have not been reached and maybe will not be reached this year.

One of the most significant contributions made to the program is the continued search that must go on by the teacher. In order to try to find ways and means of reaching abl of the students, he is forever discovering new ideas that prove helpful to the total program.

THE DESIRED GOALS:

In answering the question, "How well are you meeting your stated objectives?", it must be pointed out that all of the goals do not apply to all of the students.

The following is a summary of the evidence found to support the attainment of each desired goal in the original proposed guide for this pilot program.

Needed Correction: In order to accomplish needed correction where possible, the instructor first had to totally familiarize himself with each student's problems. After consulting with the student's physician, a course of action was taken. Up to date there are no astounding results to report in any specific case. There are some cases where range of movement has been increased, where weight has been lost or gained as needed and where strength and stamina have been measurably improved.

Probably the most significant case of improvement involved a 17 year old male student that was recovering from extensive shoulder surgery. When this student entered the class, it had been approximately five months since he had his surgery. At this time he was very weak in his shoulder girdle. He was only able to bench press 40 pounds for four repetitions. At the close of the first semester this same student had increased his shoulder strength to the extent that he could now bench press 90 pounds for ten repetitions.

Social Adjustment and Development: This is the area where the most progress has been made. It is estimated that over 90% of all students have made some social gains. The main reason for this is the success that they have had in at least one activity they have participated in. In addition, the informal atmosphere and the freedom they feel in regard to peer pressure have also contributed to their social adjustment. In interviewing every student the question was asked, "In what ways have you improved due to this course?" In 70% of the cases, answers given included attitude toward physical education and comments such as, 'I am happier taking this course because there are more things I can do and have fun." This appears to show improvement in personal social adjustment.

Disability Worsening: There are no known cases where the condition of any student has been aggravated or worsened due to anything done in the adaptive program. One student was injured while running after a ball when he tripped and fell and another student fell upon him. This accident resulted in a slight fracture of the lower left leg. The student was in a cast for four weeks, but is now recovering and is participating in the program again.

Student Awareness of Limitations: Arranging a program for every student to participate in, while making him aware of his limitations and still achieving positive results, requires extensive planning. Because he cannot do something, it sometimes keeps him from trying even if the activity is in a modified form. The other extreme occurs when the student really believes he can do some activities that he can't.

The first instance is by far the more common and means that the teacher must do an excellent "selling job."

At the present time every student has his own exercise program peculiar to his own needs. He knows his is different because he is a different person. He knows he may not be permitted to do some things because they could be harmful to him. He also knows no more will be required of him than what he and the instructor agree that he can accomplish.

Recreational Skills with Carry-Over Value: Activities such as these are the core of our sports and games portion of the program. To date, swimming, bowling, archery and paddle tennis have been offered. During the second semester the students will have opportunities to participate in tennis, golf, modified gymnastics, bait casting, badminton, horseshoe pitching, croquet and other recreational games.

Improving Personal Security Through Improving Basic Functions: Much progress has been made in improving basic body movements. Eye-hand coordination activities have received the most attention. The concept of aim, catching, throwing and hitting along with body balance and reaction time have all showed significant gains in a variety of tests.

The Student's Outlook for the Future: Providing the student with a positive outlook for the future will follow if the other six objectives are met; recovering and making necessary corrections, improving socially, participating to the fullest, learning skills that can be used for a lifetime of enjoyment and having a feeling of safety, all should brighten the future of any young person.

Student Evaluation of the Program: At the conclusion of the first semester the instructor desired to know what the students' thoughts were in regard to the adapted class they were enrolled in. Three methods were used to determine the students' opinions.

The first method was a confidential individual interview with each student. A standard list of questions was asked each student to insure continuity. The questions asked each student were:

1. What are some of the things you like about this class?
2. What are some of the things you dislike about this class?
3. What, if any, personal improvements have you seen in yourself due to this course?
4. Evaluate or compare the teacher to other physical education teachers you have had.
5. What are some of the strong points of this class?
6. What are some of the weak points of this class?

The following is a summary of answers received for each question. (Most answers are direct quotes).

1. Likes: Class size, informality, not forced to do things, work at own rate, the sports and games we play, teacher more considerate, compatible classmates, have fun, requirements not too strict, don't always have to dress out, variety of activities, no pressure, don't stay on one thing too long, it has helped me a lot, gives everybody a chance, teacher tries to help you improve, don't get laughed at, more comfortable.

2. Dislikes: Some classmates, go too slow, last choice of activities as compared to rest of physical education department, teacher not strict enough, some activities, exercise program, dressing out, teacher should make some students do more, not challenging enough, teacher not firm enough and gets tricked too often, inside too much, waste too much time, talk too much.

3. Personal Improvements: Stronger, sports rules knowledge, various sports skills, attitude toward physical education, self image, attitude toward physical education, compassion and understanding of some classmates, attitude toward coaches, learned to swim, confidence to try to do something, can catch things better.

4. Teacher: Not strict enough, not demanding enough, inconsistent, fair, understanding, not organized, easy going, cares about you, should watch students more carefully, good, OK, happy go lucky, different, not hard enough on some students, should require more discipline.

5. Course Strong Points: Something for everyone, no pressure, not pushed, not made or forced to do anything, learn about different sports, small class size, informal atmosphere, it's fun, we do a lot of different things, teacher cares about everyone.

6. Course Weak Points: Not organized enough, some students don't do anything, grading system is not understandable, teacher is not strict enough, course doesn't challenge you, waste too much time, don't go outside enough, don't keep students busy enough.

Some of the answers received in the personal interviews served as a basis for the development of the second method for the individual student to evaluate the program. It was desired that the student be permitted to give his opinion on various points without the teacher knowing who answered the question. A questionnaire was developed and handed out to the students and they were instructed to be as honest as possible and not to put their name on the paper.

By using a rating scale of five for high down through one for low, the instructor was able to average all of the responses. An average rating was figured for each response in each class period and then a total response average was determined. Some questions called for a yes or no answer, while others asked for a specific answer such as a particular unit, sport or activity. Approximately 65 students filled out a questionnaire, but every student did not answer every question.

A copy of the individual student program evaluation questionnaire is included and is numbered Item Number One. An average of all responses is given in the answer column for those questions requiring a rated response For those questions needing a yes or no answer, the total amount of "yes" responses is given first and followed by the total number of "no" answers. The questions requiring a specific answer are listed with the response and the total number for each.

The third method of evaluation was done somewhat spontaneously by the instructor. Whenever possible, the instructor would ask questions of the students when they were not aware they were part of a program evaluation. This was done in order to hear the students make contrasting statements in which other students would take issue. It was determined from past experiences of the instructor that students will say more to other students than they will to the teacher alone.

Most of these questions, even though not standardized, dealt with the strong or weak points of the program. Often questions were asked as to what the students thought we could do to improve the program. Their ideas were discussed by the teacher and other students. Many good points came from these discussions, and some of these ideas have been implemented.

Now that the instructor had three distinct evaluations of the program, he had a basis for making a check on the program from the students' point of view. When this information was combined with the opinions of the instructor plus the measurable evidence that had already been compiled, the following conclusions were reached:

1. The students have an above average opinion of the program.
2. More needs to be done in order that the students can see some physical improvement in themselves.
3. Skill ability and sports knowledge is at an above average level.
4. The instructor needs to provide more ways that the students can have fun.
5. The instructor must make class organization and planning more obvious to the students.
6. The instructor is considered favorable in most aspects by the students.
7. The instructor needs to improve in firmness and be more demanding of all students.

8. A specific, defined, understandable grading system must be established.
9. An alternate plan of activities needs to be on hand due to inclement weather, schedule changes, etc.
10. An overall plan including the total physical education department needs to be implemented.
11. All student progress needs to be made more obvious to all involved.
12. Less time should be spent indoors.
13. More strenuous activities should be provided for those students that can handle them.
14. The co-educational aspects of the class are approved of by a majority of the students.
15. The exercise program portion of the program needs to be more closely observed by the teacher.

It should be noted here that many of the above mentioned evaluations were considered and corrective measures taken. Whenever feasible, the wishes of the students were granted.

ITEM NO. 1

ADAPTED PHYSICAL EDUCATION - HILLSBOROUGH HIGH SCHOOL

Program Evaluation by the Individual Student

This survey is an effort by the instructor to let you take part in evaluating this course. It is the sincere desire of the teacher that you be honest and critical in your evaluation. If there is something you do not like, say so. If you feel the teacher is wrong or does not meet your approval in certain ways, so so. If there are things you would like to do, please state them. Please do not be afraid to be honest and truthful in giving your opinions. If you wish to add anything or cover something that this survey does not, please do so on the back of this paper.

Use the following rating scale whenever possible:

5 - means very high or good or that you have a high rate of approval of the question.
4 - means your answer is better than average but maybe not great in your opinion.
3 - means your opinion of the question is that it is acceptable, average or OK with you.
2 - use a two to show that your opinion or answer is below average but not, in your opinion, terrible.
1 - means you really dislike something or your opinion in regards to the question is very poor.

Some questions will be answered with a yes or no or in some cases, a direct answer will be required.

General Program Evaluation:

4.0	1.	According to the rating scale, my opinion of this course is a?
3.4	2.	I rate my level of physical improvement due to this course as a?
3.5	3.	I rate my level of improvement in various sports skills as a?
3.9	4.	I rate my level of improvement in various sports knowledge of rules and regulations as a?
3.7	5.	From what you were told about this course by the teacher when we first began, rate the progress we have made in reaching our goals.
3.6	6.	Rate this course according to the amount of improvement you have seen in some of your classmates.
3.9	7.	Rate this course according to the amount of fun you have had.
3.9	8.	Give your opinion of this class using the rating scale of the exercise program part.
3.8	9.	Rate this class according to the overall good you have received from it.

Answer the following questions with a YES or NO:

YES	NO		
36	16	10.	Has this course lived up to your expectations?
18	32	11.	Have we wasted too much time in this class?
46	12	12.	Did your first nine weeks grade truly show how much effort you put forth?
48	8	13.	Do you like taking physical education with both boys and girls in the same class?
45	15	14.	Would you like to do more activities out of doors?
16	19	15.	Would you rather be taking regular physical education instead of adapted physical education?
22	33	16.	Would you rather not be taking any physical education class at all?
43	14	17.	Would you recommend to a friend that they take adapted physical education?
34	23	18.	Is the instructor strict enough in seeing to it that the program is followed by everyone?

YES	NO		
10	46	19.	Do we stay in one unit too long?
48	9	20.	Are there some units you would like to have stayed in longer.
7	49	21.	Are our activities too strenuous?
16	44	22.	Do we need to offer some activities of a more strenuous nature?
41	21	23.	Would you like to have the chance to participate in more activities like team sports?
31	27	24.	Should the teacher push you more in order to get more out of you?

25. Name the unit you learned the most information about.

Football - 18 Paddle Tennis - 5 Archery - 11
Bowling - 1 Swimming - 6

26. Name the unit that most improved your skills.

Archery - 24 Swimming - 15 Paddle Tennis - 3

27. Name the unit you liked the most.

Swimming - 28 Paddle Tennis - 14 Archery - 8
Football - 2

28. Name the thing we do that you like the least.

Paddle Tennis - 16 Exercises - 9 Nothing - 6
Archery - 4

29. Name the unit we have had that you liked the least.

Archery - 11 None - 8 Paddle Tennis - 7
Swimming - 5 Bowling - 2 Football - 6

30. Name some sport or activity that you would like to do.

Tennis - 13 Badminton - 3 Basketball - 4
Golf - 2 Wrestling - 2 Ping Pong - 2
Soccer - 1 Softball - 3 Gymnastics - 2

Use the rating scale to evaluate the teacher in the following items:

3.9 31. Preparation. The teacher is prepared daily with a plan for the class to follow.

4.5 32. Cooperation. The teacher tries to cooperate with all of the students.

4.0 33. Compassion. The teacher displays feeling for all of the students.

4.4 34. Understanding. The teacher will listen and try to help.

4.3 35. Time giving. The teacher is willing to give of his time to his students.

4.6 36. Consideration. The teacher is considerate of all students.

4.0 37. Discipline. The teacher maintains good class order and requires student discipline.

4.3 38. Grading. The teacher's grading system is clear and fair.

4.2 39. Fairness. The teacher treats all students equally.

4.5 40. Honest. The teacher is honest in his dealings with students.

4.6 41. Knowledge. The teacher displays a full understanding of what he is teaching.

4.2 42. Methods. The teacher uses good teaching methods.

4.3 43. Concern. The teacher displays a regard and concern for all students.

3.8 44. Instructions. The teacher gives clear understandable instructions.

3.5 45. Organization. The teacher keeps the class well organized and prepared.

3.7 46. Overall planning. The teacher displays an overall plan of instruction for the course.

4.0 47. Consistency. The teacher is consistent in his treatment of all students.

4.0 48. Requirements. The teacher has definite requirements that all students are supposed to meet.

3.0 49. Firmness. The teacher is firm in his expectations and in handling all students.

4.3 50. Supervision. The teacher properly supervises all classes and maintains the necessary controls to keep the class safe from accidents.

VI. PROPOSALS FOR IMPLEMENTING AN ADAPTIVE PHYSICAL EDUCATION PROGRAM:

Adapted Physical Education: An individually prescribed program of physical education designed for those students who may not safely or successfully participate in the regular physical education program because of physical or emotional limitations.

Aim: To provide modified activities that are both corrective and enjoyable to meet the physical, mental, social and emotional objectives of physical education.

Desired Goals: (will not apply to all students)

1. To accomplish needed correction where possible.
2. To aid in social adjustment and development.
3. To protect the condition of disability from getting worse.
4. To make the student aware of his limitations while arranging a program within his limits.
5. To offer opportunities to develop recreational skills with carry-over values.
6. To help build personal security by improving basic functions.
7. To provide the student with a positive outlook for the future.

Basic Guidelines:

1. Constant teacher communication and rapport between students, parents, physicians, administration and other faculty members must be maintained at all times.
2. The nature, scope, objectives and flexibility of the program must be made available to all who are concerned, especially the students.
3. Medical assistance must be obtained in identifying students and establishing their individualized programs.
4. All available personnel, equipment and facilities must be used to better implement the total program.
5. Class enrollment must never exceed 25 students in any single period.
6. Proper accumulative records must be kept up to date for all students enrolled.
7. Every effort must be made to place each student in his own individual program.
8. Some attempt should be made to classify all students into similar categories of ability in order to determine handicap frequency.
9. Initial and periodic conferences must be held between each student and the teacher; records of such conferences should be maintained.
10. Student leaders and student aides in addition to practice teachers should be properly used when available.
11. The instructor should constantly be looking for any information, innovative ideas, literature or persons that could aid the students in the adapted program.
12. The ultimate aim of the program should be to return as many students as possible to the regular physical education program.

Program Orientation:

Making everyone concerned aware of the program is probably one of the most important aspects.

Administrators, physical education teachers and other faculty members should be presented a general overview of the program as soon as possible.

Thorough explanation of the program offerings, flexibility and desire to help must be offered to involved parents and doctors.

The students themselves must be given the most information concerning why they are in the program, what is expected of them and what they can hope to receive from their efforts.

A general orientation for students should take place in the first class meeting that will cover the philosophy, rules, regulations, and requirements of the overall physical education department. Information must also be given that will cover the purpose, objectives, offerings, and requirements of the adapted phase of the physical education program.

This general information conference should be followed by individual student-teacher conferences that will deal with the specifics for each individual student. Such meetings will cover the student's abilities, interest and needs as related to the individual program that has been prescribed and developed for him.

Future conferences should be held to further discuss individual student progress and to hear student likes, dislikes and desires concerning the program.

Class Procedures:

Class size should never exceed 25 students in order for the instructor to do an adequate job of offering each student an individual program.

The time for each class period should be the same as all other physical education classes.

The frequency of class meetings should be the same as the regular physical education classes.

Students will be encouraged and required to dress out whenever feasible. Proper time and facilities should be made available. If a student is not able to dress out and participate all of the time, there has to be an element of trust between the teacher and such students.

The excuse policy regarding dressing out and participation should be as similar to the regular departmental regulations as possible. Again, students and teacher trust are very important here. It is also believed that the adapted physical education instructor will be in a position to know more about his individual student's problems than the regular teachers and will be better able to aid the student in working with medical excuses and excuses written by parents.

Class Organization for Instruction:

Instruction will take place through a combination of formal or group and informal or individual methods. Some activities will be done together as a total class group while others will be done individually and independently.

The class will be conducted co-educationally for the most part but will also have areas where the boys and girls will be doing separate activities.

Every class period will contain periods of time for warm-up exercises, corrective exercises assigned to each individual and adapted sports or games. The sports and games units will change periodically in order to provide a well-rounded program of instruction.

Student Records:

An individual file will be kept on every student. These records will include:

1. Student history and family conditions.
2. Medical history and nature of disability.
3. Treatment records.
4. Current physician's report and recommendations.
5. Communications with parents and doctors concerning students.
6. Notes on student conferences.
7. Chronological progress records.
8. Student health records; height, weight, absences, illnesses.
9. Student's individual program of exercises, etc.

Program Divisions:

Division One - Individual Exercise: Therapeutic, corrective and developmental exercises, as prescribed by physicians and selected by the instructor for every individual, will be utilized when possible.

Division Two - Sports and Games: Generally, a variety of sports, games, rhythms and aquatic activities will be employed for all students. Not all students will be able to participate in every activity, but every student will be offered some program that he may participate in.

Much concern will be given to the selection of activities that provide opportunities for success and progression along with carry-over value. Also, those sports and games that stress basic motor skills will be used for those that can participate.

Some criteria that will be used in selection of various sports and games will be:

1. Those that apply to the physician's recommendations.
2. Those that are asked for by the students most often.
3. Those that are within the limits of the students' capabilities.
4. Those that will apply to the largest number of students.
5. Those that do not require extensive changes in rules and regulations.
6. Those that have carry-over values that stress the importance of life-time sports participation.
7. Activities that provide individual, dual, group and team participation.

VII. IDENTIFICATION OF STUDENTS:

Locating possible candidates for an adaptive class is a very important procedure. It is the basis upon which all further plans will be formulated.

By taking the basic outlined catagories for identifying adaptive students and explaining these to regular physical education teachers, guidance counselors, school deans and special education teachers, the instructor can begin to compile a list of candidates. He should present the program as thoroughly as possible and be prepared to answer questions concerning any phase of these offerings.

Just a list of names of students recommended to take adaptive physical education is far from the necessary information needed. A form should be established which the instructor can complete when surveying and talking to teachers, counselors and others. This form should include as much information as possible. Such a form is included at the end of this report and is labeled Form 101.

In identifying students, it is important to make notes concerning varying viewpoints of those surveyed.

The final phase of identification of students has to do with consulting the parents or guardians. Parental attitude is very important in knowing where to begin in instruction with each pupil.

The instructor must be prepared to face some opposition by some parents. They normally agree to obtain special academic help for their children, but they sometimes find it offensive to admit their child needs some form of special physical attention. The instructor should not easily give up. He should mention all of the benefits that the program can provide for their child, stressing the effectiveness of the individual aspects and the desired goals for their particular child. He should also emphasize the safety of the program and the coincidence of these offerings with what the physician recommends. He must do everything he possibly can to convey his regard and concern and above all, sell his program.

VIII. VALIDATION OF STUDENTS:

Once the instructor has identified the students and obtained as much information as possible by talking to parents, teachers and others, it is time to validate these students. Validation means that, based upon prior recommendations, the instructor, parents, teachers and physicians agree that the student should be enrolled in the adaptive classes.

In the validation process, the doctor's advice is the most important single factor. It is through him and his recommendations, prescriptions and suggested activities that the instructor will plan the student's individual program of instruction.

When the teacher requests the cooperation of the physician, it is necessary that he prepare some type of informative letter that explains the scope and offerings of his program. He should be sure to include his address and phone numbers where he can be reached and to emphasize his willingness to cooperate in any manner that the doctor requires.

The letter used in presenting this program to local physicians is in the section on forms and is numbered Form 102.

The next step is to request the physician to fill out a form concerning his diagnosis and prescribed activities for the student. This form is very important. It should be as complete as possible in order that the instructor and the doctor may reach an understanding regarding the activities that should or should not be done by the student.

Form 103 is a possible choice for the teacher to utilize in validating students. This form was devised after using a previous form that was found to be unsatisfactory because it was too vague and inconclusive.

IX. STUDENT CLASSIFICATION:

Once the students have been identified and validated, it is essential to classify them into basic groups. These classifications aid in planning the program activities, selecting equipment and facilities and also act as a safeguard against practices that would be dangerous to the health of each student. It is the type of and number of students in each classification that will control the scope of the program's offerings.

Students may be classified into more than one group, depending on their abilities, needs, achievement and interest. It is possible that a student's classification will change within the school year.

Criteria for Student Classification:

In order to place each student in the proper group so that he may benefit from the individualized instruction, he has to be very thoroughly screened.

The screening process includes the following methods:

1. Medical recommendations from the student's personal physician.
2. Consultation with parents whenever possible.
3. Individual interviews between instructor and student.
4. Consultation with previous physical education instructors and guidance counselors.
5. Observation of student's school records by the instructor.
6. Personal survey questionnaires on which the students evaluated themselves and made requests concerning their weaknesses and areas of interest.
7. Posture screening.
8. Simple physical fitness test, including subjective evaluation by the instructor of students performing basic motor skills.
9. Consultation with teachers dealing with the adapted students, especially E.M.H. teachers.

Evaluation of Student Classification Methods:

Medical Recommendations: Helpful, but generally not specific enough. The main problem here is probably the type of form presented to the doctors. (Please see Form No. 103). It must be complete enough in its choices and types of activities included. It should offer the physician

enough flexibility in prescribing activities, and make it clear that every student does not have to participate in vigorous, strenuous activities like those in the regular program.

Individual Interviews: Proved to be very helpful in getting to know each student better. Also provided the instructor an excellent chance to further sell the program and to offer himself to each student.

No two interviews went exactly the same as each student reacted differently to almost all questions.

The types of questions asked also varied, depending on previous knowledge of each student.

It is generally believed that the personal interviews were beneficial to both student and instructor. One draw back to the interviews is possibly the fact that two weeks of class time was used.

Talking with Previous Teachers: This was done primarily before the end of the 1973-74 school year and during the summer months prior to the opening of school for the 1974-75 school year.

The instructor was completely in the dark as far as having any personal contact with a great majority of the students was concerned.

Many of the opinions and suggestions were helpful. In some cases, it was determined that grievous mistakes were made and certain pupils did not belong in the adapted program, but rather in the regular classes. Proper adjustments were made.

Parental Evaluation: In many cases parents do know their children better than anyone else. However, it is not uncommon to find situations where the parent doesn't know what their child's physical strengths, weaknesses or desires really are.

Generally, parental approval was given by the majority. There were isolated cases in which the parents felt the student did not warrant being placed in an adapted situation, and other cases in which it was stated by parents that they did not want their children in any type of physical education classes.

In the majority of cases (98%) the instructor was successful in convincing and assuring the parents that adapted physical education was best for their son or daughter.

Student Survey: This was done in order to let the student relate what he liked or disliked or where he thought he was strong or weak. Please see copy of student evaluation questionnaire numbered Form 104. This experience has been termed beneficial and is still being used and evaluated by the instructor.

Posture Screening: The posture screening process took eight class days to complete and was helpful to both the instructor and the student.

A standard posture screening grid was made and used by the instructor. Because of the possibility of some students being very self-conscious, the

posture screening was not done until the end of the third week of classes. It was felt that by this time the student-teacher relationship would be on firmer ground.

Students were examined, weighed and various measurements were taken, but only in the presence of a student assistant and only with the approval of the student involved.

All results were recorded on a form (see Form 105) devised by the instructor. All results were discussed with each individual explaining any difficulties that were identified. In some cases, various goals and desired measurable outcomes were set. These were also agreed upon by the student.

Fitness Testing: Two measurable tests were originally given. One was a one leg stand with eyes closed for time to measure balance. The other measurable test was a simple ruler drop catch test to measure reaction time.

In addition, the instructor made observable evaluations of all of the students in the following activities: walking, running, jumping, skipping, ball throwing and catching, ball dribbling with right and left hands, ping pong ball bounce with paddles, some weight lifting and various four count exercises.

Notes were made on all of these observations and filed for further use. (see Form 106).

Other Teachers of Adapted P.E. Students: In order to determine each student's daily schedule, home address, telephone number and other general information, a form was given to each (see Form 107) to fill out and return. This gave the instructor the names of all students, classes and teachers.

In talking with other teachers, the instructor learned various new information about the adapted students. Such things as study habits, promptness, attentiveness, general ability, academic attitudes, etc. were encountered. In many cases the students related their opinions to other teachers concerning their physical education classand explained what they were doing.

Instructors of the majority of the educable mentally handicapped (E.M.H.) students related many good comments in regard to what they heard from their students.

Enclosed is a brief summary of the opinions of Mrs. Carol Rivenbark, Department Chairman of the E.M.H. classes of Hillsborough High School:

> "Many of the students who are currently enrolled in Adaptive Physical Education were very hesitant about taking the course. This hesitancy was mainly due to constant frustration and at times ridicule in regular physical education classes.
>
> Adaptive Physical Education has given them an opportunity to progress at their own rate. Even the smallest progress has been rewarded with praise and encouragement from both Coach Thompson and other classmates. As a result, the students are very enthusiastic and ask if they may take physical education a second year.

I asked these students why they liked physical education and one replied, "Because Coach Thompson listens to us and always has something nice to say."

Many of our students enrolled in regular physical education have asked if they could also take "special" physical education; in fact, some are attempting to find illnesses which would qualify them.

We no longer have the problem of a student who is reluctant to try. All are willing as long as Coach Thompson is there with his constant reinforcement for their efforts."

It is very helpful to determine some type of code to be used in determining student classifications. The following is the code description used that best suited our needs.

Student Classification Code:

Description	Code
Allergies	
Mild	A1
Severe	A2
Asthma-Respiratory Diseases	
Mild	AA1
Severe	AA2
Spinal	
Mild-Temporary-Injury Recovery	B1
Scoliosis	B2
Birth Defect	B3
Coordination-Motor Skills Defect	
Moderate	C1
Severe	C2
Cardio	
Mild	D1
Severe	D2
Emotional	
E.M.H.	E1
Emotional, doctor or teacher recommended	E2
Attitude	E3
Completely Disabled	
Nature of disability	F
Surgery Recovery	
Area	G

Body Type	
Overweight	H1
Underweight	H2
Very small	H3
Posture defect	H4
Anemia	I1
Sickle Cell	I2
Epilepsy	J
Kidney Disorders	K
Skin Diseases	
Temporary	L1
Permanent	L2
Arthritis	M
Polio-recovered	N
Communication Defects	
Visual	O1
Speech	O2
Audio	O3
Pregnant	P
Crippled (area)	
Mild	Q1
Moderate	Q2
Severe	Q3
Ulcer	
Mild	R1
Severe	R2
Injury Recovery	
Area	S

X. CONCEPTS IN GRADING ADAPTIVE PHYSICAL EDUCATION STUDENTS:

Student evaluation for a specific grading period was a grave concern for the instructor. Material concerning grading in adapted physical education is not plentiful, but the instructor was able to secure some information. Therefore, after some study and discussion of the problem with other physical education teachers, including some college professors, the following ideas were developed.

1. At this early point in the origination of this course, the instructor is not committed to any grading procedure.
2. Very seldom will the same grades mean the same thing to all students.
3. It is imperative that each student feel secure concerning his grade.
4. Cooperation, participation and effort must play a major part in all grading; the students should be made to feel that their grades are based upon what they earned.
5. Individual limitations dictate individual attitudes and thus the instructor must thoroughly know his students in order to grade them.
6. There is definitely a place in the adapted program for student self-evaluation as a basis for grading.
7. Individual improvement must be noted, recorded and used in grading.
8. The concept of satisfactory and unsatisfactory grading in adapted physical education is an easy way out.
9. Grading procedures should be discussed by the instructor individually with each student.
10. The importance of grades, whether high or low, should never over-shadow the constant effort by every individual to improve, along with continued encouragement from the instructor.

Procedures for Grading Students:

After considerable study, research and evaluation of various grading systems, the instructor feels he has devised an acceptable method of reporting student progress.

The system is flexible and yet conclusive enough to allow all students individuality in earning a specific grade. It reports on, and reflects all of the basic objectives of any valid physical education program, regardless of the level.

In reality, the system is nothing more than a slight revision of the approved plan for grading students in regular physical education classes for Hillsborough County. This system was devised by a committee of teachers and principals in the Hillsborough County School System, under the direction of Mr. Worth Littell, Supervisor of Secondary Physical Education for the county. This system has received the approval of the Hillsborough County School Board.

The grading system is divided into four distinct areas, and each is given a percentage value for the sake of averaging student grades.

The areas and their percentage weights are as follows:

1. Individual Factors - 40%
2. Skill Ability - 20%
3. Physical Fitness - 20%
4. Knowledge - 20%

Individual factors include, primarily, student attitude and effort. Such things as participation, dressing out and showering, student amount of enthusiasm displayed, cooperation with classmates and teacher, leadership, sportsmanship, help given to classmates, attendance and punctuality are considered.

Evaluation in this area is based largely on teacher observation. Good records should be maintained to substantiate student achievement in all of these factors.

Self-evaluation by the students can serve some purpose of comparison for the instructor. A simple rating scale evaluation from one to five can aid the student in evaluating himself in each of these specific areas. It has been found that, generally, students are harder on themselves in evaluation than their teachers are.

This area is weighed twice as heavily as the other areas because it contains more criteria. These areas are believed to be the most important aspects, especially in adapted classes.

The skill ability area evaluation is based on how well the student performs the basic skills taught in any unit of instruction. Skill tests should be given at least twice during a unit in order to show levels of improvement. These increases in improvement should have a large bearing on the final evaluation of the skill ability area.

In adapted physical education, the physical fitness area is determined primarily by the student's execution of his individual exercise program. Improvement in each area of fitness should be tested periodically. Consistency should also determine much of the evaluation of the fitness area.

Knowledge measurement is based largely upon the application of what has been taught and learned. This is determined by performance of various techniques, safety factors and a display of various sports' rules, regulations and strategies. A written examination may be used in evaluation here also, but should not be the main factor in the evaluation of the knowledge area.

Self-evaluation was used by the instructor and found to be effective in some cases. Talking to each student concerning differences in opinion between his evaluation and the instructor's tends to bring about an understanding of the desired goals. The form used for students to evaluate themselves is Form 109.

XI. THE INDIVIDUAL EXERCISE PROGRAM:

Now that each student was placed in a classification, it was possible to develop for him a specific exercise program.

Through the screening process for classification, each student's physical strengths and weaknesses were established. Also, much was determined about the student's posture, coordination, flexibility and other physical fitness components.

When these facts were combined with the personal survey that showed where the student felt he was weak, as well as the areas in which he wished to concentrate, there was a basis for beginning to plan an exercise program.

The instructor developed a form (See Form 108) that could be used by all students alike. The form is flexible in that it offers each student the opportunity to take part in all of the program or portions of it. It also offers areas of concentration in as much as each student's amounts, repetitions and weight are filled in and later increased as the need arises.

In order to let each student take part in the planning of his individual program, the instructor met with each pupil and together they worked out the program.

A thorough explanation of every activity and how it was to be executed was gone over with each student by the instructor. The needs and values of each activity for each individual was also explained.

The amounts, repetitions, or weight amounts were filled in by each student on his own form while the instructor duplicated this or another form to be placed in the student's file. Each student was then asked to memorize as much of the program as possible in order that he could begin the program as soon as possible.

Obviously no two programs are exactly alike because no two students are exactly alike in their weaknesses, needs and desires. The fact that there were differences in all programs was pointed out to all classes. Explanations were given as to the differences and it was also pointed out that it would serve no purpose for the students to make comparisons.

The application of the exercise program took place at the beginning of every period. There were times or units when the exercise program was omitted due to a lack of time or because the current unit was vigorous enough. One such unit was swimming.

A visitor to one of our classes would observe 15 to 20 students doing a variety of activities. In many instances the activities give the appearance of being unorganized and without purpose. Very often no two students are doing the same activity at the same time and seldom are they in unison. This observation would be contrary to the conventional regular physical education class. However, this visitor would observe meaningful activities that were peculiar to the needs of each individual and not a series of exercises that were helpful to some pupils and possibly of no use or even harmful to others.

The instructor would also display a rather strange technique as he moved around the room. Various points of instruction, praise and criticism were made. Leadership was provided by the instructor, but nearly always on an individual basis. If a student was inactive the instructor already knew why or waited to see if he could determine why without asking the student.

The reason for this was because in the original planning of the program the instructor and student made an agreement that the student was to practice the exercise program as he saw fit. To insure this concept, the student signed his program upon its completion in the presence of the instructor.

This agreement does not mean that the student was permitted to be idle for days without the instructor interfering. It meant that the student had agreed to try to improve himself at every chance and he would not waste his time or efforts unless he was ill and unless he felt that he would not benefit from participation.

The exercise program is divided into five basic parts. Each division is designed to offer one or more activities that every individual student could use.

Some students' programs include some exercises from each section, while others will have some areas in which they have no needs or are unable to participate because of various limitations.

Part one of the exercise program serves as the warm-up portion, in addition to offering exercises that will increase flexibility and range in joint movement. Nearly all students do the majority of these exercises.

The second part of the program is concerned with total body movement and exercise. Both male and female students take part in these activities in varying degrees.

Area three stresses strength building, using various exercises and weight lifting. All areas of the body are considered here. More male participation is involved here, but several of the girls do some of the weight lifting exercises.

Isometric exercises are emphasized in part four. Almost 100% of the students do these.

Part four is comprised of activities that are designed to improve coordination and balance. Fewer students have assignments in this area than any other.

Certain individuals warrant a few special exercises due to their specific problems. Such problems as having scoliosis or being bowlegged or flatfooted are treated separately and are placed in the student's individual program. No place is made for these activities on the form, but these special exercises are discussed with the affected student and the additions are written into his individual program.

Evaluation of the Individual Exercise Program: The original intention of the individual exercise program was to provide each student with his own series of exercises. These exercises were to be geared to each student's needs and desires. They were also expected to provide some correction and improvement in individual traits, such as range of movement, strength, endurance, power, balance and coordination. Lastly, they were to serve as an aid in building individual confidence in each student.

Generally, the exercise program has been successful in meeting the majority of objectives. Progress has been made by most of the students in the physical areas.

The manner in which the exercise program was to be carried out was similar to that of a "contract" concept. Each student, with the guidance of the instructor, helped to plan his own exercise program. The student then signed the program making an agreement to do his utmost to carry out every exercise daily and to work toward improving himself.

This created a situation in the class that presented a somewhat confused appearance. When each student was doing his own program, there would seldom be any two pupils performing the same exercise at the same time. It seems that this made the students overly self-conscious.

A second aspect of the program found to be inefficient was individual student initiative. Without the instructor firmly encouraging each student to do all parts of his program, many students were purposely omitting portions of their exercises. The reasons for the omissions seemed to vary from, "don't like to do that", to, "it doesn't do me any good"; or "I look funny doing that"; or, "she doesn't have to do that, so why do I"?

In an effort to correct these problems with the exercise program, the instructor has made the following adjustments:

1. Re-emphasized the need for individualized exercises for individual needs.
2. Permitted groups to work together on specific common exercises.
3. Further emphasized the need for self-discipline in working toward improvement of each individual's self.
4. Set up attainable goals to be reached by the majority of the students.
5. Re-demonstrated several of the exercises and further covered the areas of improvement for which each is aimed.
6. Pointed out and praised those students who had made some gains through participation in the program.
7. Realigned some student's programs in order to make them more satisfactory to the student and still provide some good.
8. Developed charts to show exercises and levels of improvement.
9. Re-tested many students to show areas that have improved and others that still need improvement.
10. Provided more encouragement for every student who was capable to do his utmost to improve himself.
11. Discussed the removal of feelings of self-consciousness and stressed trying to replace these feelings with self pride.
12. Stressed togetherness and the positive aspects of aiding each other through working together.
13. Set up a system whereby students would receive points toward their grades for fully performing their exercise program. No points were to be deducted for non-performance.
14. Re-emphasized the "contract" agreement made between each individual student and the instructor.

XII. UNITS OF INSTRUCTION:

The following section is concerned with various instructional units that were offered in our adaptive classes. These are not the only units that could be included in such a program, nor are all of them recommended for future programs.

They are included in order that some evaluation of what we did may be presented. It is our hope that our successes and failures will aid other departments in further developing their adaptive physical education classes.

All units are not presented in the same manner. Some included reasons for selection, unit objectives, student objectives, instructional methods and student evaluation methods. All units do not have lesson plans included. The unit on tennis includes a study guide handed out to students and the examination used in evaluation. These were included for inspection in order to encourage the development of other ideas. They were not included as an example of the way the material must be presented in order to be successful.

a. Archery Unit: Even though there are several danger hazards involved in any archery unit, the instructor believed that the benefits far outweighed the bad points.

Archery is one of the oldest sports for physically handicapped persons and has been proven to have rehabilitative values. Archery requires coordination of the muscles of the individual's back, shoulders, arms and eyes. It was also felt that the activity has carry-over values and every student could experience some degree of success. A final reason for including archery in the adapted unit was that it increased the basic skill concepts of aim, strength, eye-hand coordination and muscle awareness.

Archery was not found to be an overly strenuous activity and therefore can be participated in by both male and female students. Effort exertion can be regulated by selection of proper bow draw weight. The sport also stresses chest expansion, breath control and good posture. The factors aid in achieving physical objectives.

Social values of archery include competitive experiences, helping others and receiving help, companionship, self-discipline and safety awareness.

Archery also contributes to mental development through the learning of new terminology and simple addition in scorekeeping.

Special Values of Archery in Regard to Specific Disabilities: Taken from "Games, Sports and Exercises for the Physically Handicapped" by R.C. Adams, A.N. Daniel and Lee Rullman.

1. Asthma and/or Chronic Obstructive Lung Diseases - provides for increase in chest expansion, breath control and good posture.
2. Cardiovascular Disorders - assists recovery by strengthening the superficial back muscles, trunk, and upper limbs; also aids in increasing breath control.
3. Cerebral Palsy - aids in muscle awareness and relaxation skills.

4. Hemiplegia - requires exercise of the affected arm in grasp, release, supination, pronation with associated movements from the elbow and shoulder.
5. Orthopedic Conditions of the Legs and Hips - increases standing balance and muscle awareness and control.
6. Obesity - aids in increasing overall organic efficiency.
7. Paraplegia - increases upper arm strength.
8. Rheumatoid Arthritis - with medical permission, the sport can increase joint range of motion and shoulder and arm strength.
9. Scoliosis, Lordosis, Kyphosis - with medical permission, can aid in overcoming rigidity of the spine, can strengthen the superficial back muscles and the development of good relaxed posture.
10. Undernutrition - can be used to increase the work tolerance and to aid in increasing back and shoulder strength.

Unit Objectives:

1. To give instruction in basic archery techniques and skills.
2. To improve the self-image of each student in regard to archery skills.
3. To further promote a competitive atmosphere and the etiquette of competition.
4. To further develop each individual's physical program in order that he will continue to grow in his understanding of himself.
5. To provide an activity that would further each student's desire to seek out other physical activities in which he might have some success and enjoyment.
6. To continue to increase each student's overall basic physical skills.

Method of Instruction: The method of instruction for archery in adapted physical education was the same as in a regular physical education class. Of course, some modification and adaption due to various physical limitations had to be implemented.

The main difference in method is that instruction should be more detailed and slower in progress. Also, beginning distances for targets and requirements should be flexible according to ability. It is very important that the instructor have a thorough knowledge of each individual in regard to strength, eye-hand coordination and muscle control. This information will aid the teacher in selecting the correct bow weight and beginning target distance for each pupil. In addition to these physical traits, the teacher must be aware of the student's emotional state and mental capabilities. Combining all of this information will increase the student's chances of being successful sooner.

As in any archery unit, safety is of the utmost importance. Constant safety instruction and observation must take place. Student assistants, in addition to class members, should be required to serve as "firing line captains". When a student does not observe one of the safety rules, he should be dealt with by the instructor. The seriousness of the rule infraction should be stressed, along with what could have happened if an accident had occurred.

All safety rules and regulations should be thoroughly covered at the beginning of the unit. In addition, punishment for rule infractions should also be gone over in detail.

A demonstration of what an arrow can do, how far it may go, what a deflected arrow does and other details should be given to further insure the consciousness of safety.

The role of the instructor is much the same as in the regular physical education class. He needs to move constantly among the students, making corrections and, as often as possible, complimenting and offering assurance.

Archery Lesson Plans:

Week One:

First Day: - In classroom
1. Introduction to unit - hand out general information sheet and study guide.
2. Begin stressing safety factors.
3. Cover archery history.
4. Explain course objectives and the values of archery to the student.

Second Day: - In classroom
1. Re-emphasize safety factors
2. Establish basic rules and regulations in regard to safety.
3. Show film strips on bracing a bow.
4. Have all students practice and demonstrate bracing a bow.

Third Day: - Outside on range
1. Review bracing a bow.
2. Discuss and demonstrate stance.
3. Discuss and demonstrate nocking the arrow.
4. Cover finger placement (the hook) and bow draw.
5. Cover anchor, release and follow-through.
6. Have all students practice fundamentals.
7. Have every student shoot two arrows.

Fourth Day: - Inside first 20 minutes; outside on range last 25 minutes
1. Film strips on basic archery skills; stance, knocking arrow, forming the hook, the draw, anchor, release and follow through.
2. Go over archery scoring; point values; define an "end" of arrows.
3. Select "firing line captains".
4. (Outside) assign two students per target; each student has his own bow and six arrows.
5. Establish shooting procedures.
6. Begin practice. Instructor moves among students offering help to those that need help; work at 10 yards.

Fifth Day: - On range
1. Re-emphasize safety factors; review firing line rules and regulations.
2. Demonstrate what an arrow can do, the power a bow has, distance arrows may fly and what a deflected arrow may do.
3. Continue skill practice at 10 yards; have all students report score for 3 ends; this will serve as a comparison for grading later in the unit.

Week Two:

First Day: - On range
1. Continue safety precautions.
2. Assign new firing line captains.
3. Continue skill practice at 10 yards.
4. Let students compete with partners of their choice.
5. Continue to make corrections, offer suggestions and give praise.

Second Day: - On range
1. Skill test at 10 yard distance. Each student shoots three ends.
2. Record all scores.

Third Day: - On range
1. Skill practice at 15 yards.

Fourth Day: - On range
1. Skill practice at 15 yards; record scores for future comparison.
2. Students compete with opponent of their choice.

Fifth Day: - On range
1. Skill test at 15 yards; record all scores; each student shoots three ends.

Week Three:

First Day:
1. Skill practice at 25 and 40 yards; distance shooting at targets lying flat on ground at distance of 80 yards.
2. Each student shoots two ends at each distance, and then rotates to next station upon command from instructor.
3. Safety is very important in working at varying distances; the instructor and all students must be very alert.

Second Day:
1. Single elimination tournaments for boys and for girls.
2. All contestants shoot four ends of arrows.
3. Record all scores and all winners.
4. Distance 15 yards.

Third Day:
1. Mixed doubles, singles and elimination tournament; teacher assigns shooting partners.
2. Distances, 15 and 20 yards; each competitor shoots two ends at each distance; combined scores decide winners.
3. Record all students' scores.

Fourth Day:
1. All students: Skill test at 15 yards, two ends of arrows; record all scores.
2. Review all archery terms, scoring, etc., while testing is going on; prepare for written examination.

Fifth Day:

1. Written examination on archery history, scoring, terms and skills.
2. Give students their personal evaluation sheets for archery unit.

Evaluation of the Archery Unit: The archery unit was well received by the majority of the students.

Every student, in every class, was able to participate and all showed improvements in archery skills.

Students that had demonstrated difficulties with "aim" activities in the past made significant gains. These students were especially pleased with themselves when they began to get to the point where they could hit the target.

Competition was keen and the elimination tournaments promoted this competitive spirit.

Students that needed extra instruction caused no significant problems because other students in the classes volunteered to work with them.

It was learned that three students asked for and received archery equipment from their parents for Christmas. This indicated that some stimulus and interest was provided by the archery unit.

All students mastered the ability to keep score in archery, indicating an increase in mental abilities.

Students were observed actively engaged in the archery unit that had displayed little or no interest in other units of instruction.

All safety rules were followed with but a few exceptions. No injuries occurred and there was only one "close call".

The only negative aspect of the archery unit was that, in some cases, some students did become bored. None of these students were among the group considered as below average. They were more often in the group that did very well. This boredom has also been experienced in regular classes in the past, so we can assume it is not a problem peculiar to adapted physical education classes.

Student Evaluation in the Archery Unit: Student's grades in archery were based on the following criteria:

1. Student participation
2. Levels of skill improvement
3. Levels of skill efficiency on skill test
4. Order of finish in class tournament with no student receiving lower than a "C"
5. Score on written test

b. Badminton Unit: Badminton is a very acceptable unit for adaptive students. It provides skills that develop eye-hand coordination, flexibility, stamina, body placement, judgment and quickness.

The speed of a badminton game depends upon the skills of the participants. Students of adaptive classes can participate equally well in the basic remedial skills.

The game is conducive to adaption, and it was determined that very few changes in rules, regulations and skill techniques were required. This satisfies the students because they like to play by the "real rules".

Some students need more individual attention and skill practice than others. The same skill drills can be used for these students that are used in regular physical education classes.

One simple adaption was used to aid those students that experienced difficulty in serving and executing forehand and backhand strokes. Attach a shuttlecock to a string and suspend it from an overhang. Select a location where students will have sufficient room and freedom of movement.

The students should be required to practice the skill techniques that they have not been able to accomplish.

Placing two students to practice on the same hanging shuttlecock soon developed into a new game that the students truly enjoyed.

All types of competitive situations can be provided and may be controlled as the instructor sees fit. Male, female and mixed singles competition along with male, female and mixed doubles on a tournament basis provides stimulation and interest for the students.

A variety of skill tests can be devised to use in evaluating students. Whenever possible, some type of pre-test should be given at the beginning of the unit in order to provide a basis for measuring improvement. A pre-test also gives the student some ideas about the skills he needs to further develop.

c. Bowling Unit: Bowling was selected as the first unit of instruction because it provided a rather simple and informal activity that could be participated in by all students. The adaptability of bowling is such that every student, regardless of his handicap, can have an enjoyable experience.

It was also felt that bowling as an activity provided a very informal atmosphere which would allow the students to get to know each other much better. In addition, there were some students in the class that had participated in competitive bowling and could provide some instructional aid. This would offer an opportunity for the instructor to provide more individual attention to all of the students.

The majority of students from all classes had indicated a desire to learn to bowl and to keep score well enough to go to a public alley and participate. Naturally, the instructor was aware of the lifetime sports value of the sport of bowling.

Bowling Unit Objectives:

1. To teach each student the proper mechanics and techniques of bowling.
2. To thoroughly explain and offer practice in score keeping in bowling.
3. To familiarize the students with bowling terminology.
4. To create an interest in all students in bowling as a sport that would carry over into later life.
5. To show all students that there are many activities which they can enjoy and have some success in and bowling is one of them.
6. To provide an atmosphere in the adapted physical education class which would provide some competition.
7. To provide an informal activity that would offer each student the chance to know each other better.

Instructional Procedures: From an instructional point of view, bowling was approached in much the same way as a regular physical education class. Because class sizes were small, the instructor was to offer much more individualized attention and help.

The first two class periods were spent in discussing the basic objections of the sport of bowling, followed by general terminology. The proper grip, steps, approach and release were also discussed, demonstrated and practiced.

Each class was then divided into groups of two to three students in order to begin the practice of basic skills. Students of advanced bowling ability were put in every group to offer help with the less capable students.

Working at distances of 25 to 30 feet, each group began practicing the grip, approach and release. Three pins were set up for the students to shoot at. Each student, using the best technique he could, was given three tries to knock down the three set-up pins. Each student took his or her turn in setting the pins up.

As each student's ability to control the ball increased, he moved farther away from the pins. More pins were also added until the student was practicing at regulation distance with ten pins.

Another class period was used to discuss, demonstrate and practice score keeping in bowling. Many of the E.M.H. students had difficulty understanding the scoring system of bowling.

The students then chose other students they wished to bowl against and some wholesome competitive experiences were observed. Each student was given a bowling score sheet and required to keep his own score. Other students were assigned the task of pin setting and checking score sheets, if they did not wish to score.

The bowling unit ended with a double elimination tournament for individuals, followed by a single elimination tournament for pairs.

Student Evaluation:

1. Subjective evaluation of individual participation and effort exerted, along with cooperation toward classmates and instructor.
2. Skill ability evaluation based on average of six game scores. It should be noted here that their average was based on six games completed at the end of the unit.

3. Level of improvement based on increase in skill ability from first game score to the last.
4. Written exaimination on bowling techniques, terminology and scoring.

Bowling Unit Evaluation: A great majority of the students improved greatly in technique and skill ability.

The unit definitely provided an informal activity that served to loosen up the class. Many new friendships were formed.

Every student was able to participate and everyone had some level of success.

Competition was experienced and enjoyed as individuals and as a team with a chosen partner.

Interest in bowling increased based on the number of students that related experiences about going to bowling alleys for the first time.

d. Football Unit from the Spectator's Point of View: Because it was football season and there was much interest in the high school football team, a unit was taught on how to watch a football game.

This unit was received with great enthusiasm by the students. The time of instruction was seven class periods. The main objective was to increase the students' knowledge of basic football rules, regulations and strategies in order to improve their spectatorship ability.

Terminology took up a great deal of time and prompted many questions from the students.

Basic rules and regulations, including the responsibilities of each official, were covered. The use of the down marker and the ten yard chains were put into practical use on the game field itself. As each specific point was made concerning the game, field dimensions and location of end lines, side lines, hash marks, etc., were actually located by the students.

A demonstration of protective football equipment was also given.

A three period discussion was held on the strategy of the game, the importance of ball control, the penalty options, the use of the forward pass, field position, along with terminology concerning downs and distances.

The students then viewed two films of the highlights of the Miami Dolphins 1972 and 1973 seasons. During and after each film the instructor urged the students to make comments and ask questions. Several students related that they enjoyed the films much more since they knew a little more about what was going on.

The final lesson on being a spectator at a football game was held while viewing an actual game film of the high school team. The availability of a stop action and reverse projector aided this lesson. The students were asked to give the down and distance of various situations, to read the signals given by the officials and to discuss the strategy concerning various plays. Many uncalled infractions were spotted by the students. Several students recognized a screen pass and a draw play before they fully developed. A successful on side kick provided much discussion and many questions.

Student evaluation was determined through a teacher constructed test. The test included terminology, situation strategy and questions concerning rules and regulations. The grades on this test ranged from perfect scores to very low. Not much weight was given to this test when figuring the students nine week grades.

e. Golf Unit: Instruction in golf was offered as a short (one week) unit for the following reasons:

1. The students requested an opportunity to learn about golf.
2. It provided another activity to aid coordination increases.
3. Range of movement could be aided with certain golf techniques.
4. Carpet golf or putt-putt golf was popular with the students.
5. Golf is conducive to coeducational participation.
6. Golf provided positive carry-over values.

Unit Objectives:

1. To introduce students to the history of golf.
2. To introduce students to the basic rules, regulations and strategies in golf.
3. To make students aware of the social values of golf.
4. To instruct students in basic techniques of driving with woods, use of irons and putting techniques.

Student Objectives:
The students will:
1. List the major events in golf history in chronological order.
2. Identify basic golf terms.
3. Determine the correct golf club to be used for various shots.
4. Answer questions concerning golf scoring and other rules and regulations.
5. Demonstrate the correct grip.
6. Drive practice balls and regulation balls off a tee.
7. Use 3, 5, 7 irons to hit practice and regulation golf balls.
8. Putt golf balls from distances of 3, 9, 15, 30 feet.

Instructional Methods:

1. Provide a study guide on golf history, terms, rules, regulations and strategies.
2. Present various golf clubs, pointing out uses, range of distances, identifying aspects and proper techniques.
3. Demonstrate the correct golf grip, stance and basic swing techniques for selected clubs.
4. Demonstrate putting technique.

Golf Lesson Plans:

First Day: - In class
1. Hand out study guide; discuss golf history, terms, scoring, basic rules and regulations.
2. Show various clubs, pointing out uses.
3. Provide instruction in golf grip; all students practice and demonstrate grip.
4. Stress safety precautions in golf.

Second Day: - On field
1. Use of woods and driving technique; stress grip, stance, swing and follow through.
2. All students use selected woods and driver with practice balls.

Third Day: - On field
1. Emphasize safety precautions when driving.
2. Explain use of woods and driver for hitting regulation balls.

Fourth Day: - On field
1. Explain use of irons with practice balls; point out stance and swing differences.
2. Stress safety points.

Fifth Day: - On field
1. Explain use of irons for hitting regulation golf balls.

Sixth Day: - On field
1. Use putters; stress stance and technique.
2. Practice with practice greens and cups set at 3, 9, 15 and 30 feet.

Seventh Day:
1. Set up putting greens and obstacles in minature golf course form.
2. Begin class tournaments for putting competition. Declare a class champion.

Student Evaluation: Students demonstrate proper golf grip; complete written examination; correctly identify selected clubs and state their uses.

Instructor rates students according to order of finish and scores in putting tournament.

Instructor applies other suggested grading criteria.

f. Gymnastics and Trampoline Unit: A unit in simple stunts, tumbling, gymnastics and trampoline was provided for the following reasons:

1. It provided the students with definite activities in which they must use their improved basic body movements and skills. This unit should be placed late in the yearly schedule.
2. It provided students with the most challenging activities they had faced to date in the class.
3. It could serve as a confidence builder for some individuals.
4. It would continue to help students improve their attempts to develop strength, coordination, flexibility, etc.
5. The range of activities would be broad enough to accommodate students in every classification.

Unit Objectives:

1. A test to determine two tumbling or gaymnastic activities that every student could successfully perform.
2. To improve each student's self-image in regard to his improved capabilities.
3. To have every student get on the trampoline and execute a simple jump technique.

Student Evaluation: Evaluating students in the unit was very difficult. The primary method of evaluation was teacher observation. It was determined that the students reacted more positively when performing the "new and strange" activities if they were not being graded. The fear of failure, or a level of achievement stated in terms of grades, caused many students to decide not to participate in some activities.

Students were encouraged to participate in all of those activities they found interesting and enjoyable as opposed to assignments made by the instructor. Records were kept of student participation regarding variety. The more activities a student tried, the higher an evaluation he received.

Lesson Plans: Specific lesson plans were not developed for this unit due to the individuality in each student's capabilities, desires and attitudes regarding participation. Safety was a constant concern and thorough instructions were continuously taking place.

Encouragement of students and the selection of activities that would prove successful for the individual should be the main objectives of the instructor.

Overall Unit Evaluation: The gymnastic and trampoline unit was considered a success by both the instructor and the students.

Every student was able to perform successfully at least two activities. Several students made significant progress in a variety of areas.

The trampoline activities promoted the most interest and brought about the most noticable improvements. All students did some trampoline practice and several accomplished simple stunts. A few students advanced to front and back flips.

Gymnastics, if properly supervised, and trampoline are recommended for the adaptive physical education classes.

g. Paddle Tennis Unit: Paddle tennis was selected as a three week unit of instruction for the following reasons:

1. A vigorous activity was desired that would provide more movement and exertion than any previous unit.
2. It is a unit that could be taught out-of-doors.
3. It serves as a direct "lead up" activity to tennis.
4. It is a unit in which both male and female students could participate.
5. It provides movement skills in addition to eye-hand coordination skills.
6. It provides both individual and dual competition.

Paddle Tennis Student Objectives:

1. The student will develop socially desirable traits in regard to competition and sportsmanship.
2. The student will develop and demonstrate an understanding of the rules and regulations of the game.
3. The student will develop enthusiam for participation in another leisure time activity.
4. The student will develop skills sufficient to gain personal satisfaction from playing the game.

5. The student will increase in agility, endurance, speed and basic muscle control as a result of participation in the game.

Paddle Tennis Lesson Plans:

First Week:

First Day: - In classroom
1. Introduction to course; history, objectives, court layout and scoring.

Second Day: - On courts
1. Introduction of basic skills:
   a. serving
   b. forehand drive and volley
   c. backhand drive and volley
2. Set up and demonstrate drills for students to follow daily:
   a. dribble drill (A)
   b. bounce drill (B)
   c. forehand drill (C)
   d. backhand drill (D)
3. All students practice all drills.

Third Day: - On courts
1. Review all fundamentals and drills; teacher demonstrates.
2. Serving skill technique:
   a. Importance of serve
   b. Rules regarding serving; faults, service courts, rotation sides.
   c. Skill drills in serving

Fourth Day: -
1. Drills A, B, C & D, 10 minutes
2. Serving skill drills, 15 minutes
3. Review forehand drive and volley
4. Set up forehand drive drill; students practice forehand movements remainder of period

Fifth Day:
1. Drills A, B, C & D, 10 minutes
2. Serving skill drills, 10 minutes
3. Forehand drills, 10 minutes
4. Review backhand drills; students practice backhand drills remainder of period

Second Week:

First Day: - In classroom
1. Hand out to students study guides and go over all rules and regulations, skills and fundamentals, scoring, sets and matches; stress importance of relationship of paddle tennis to regular tennis.

Second Day: - On courts
1. Review all skills
2. Students do drills A, B, C, & D
3. Students practice serving, forehand and backhand skill drills

Third Day: - On courts
1. All students - skill test: (serves as pre-test)
   a. Serving - serve 10 times, count those that are in bounds
   b. Forehand - teacher throws 10 balls to forehand side
   c. Backhand - teacher throws 10 balls to backhand side
2. As students complete testing, they may play regulation games against opponents of their choice.

Fourth Day: - On courts
1. Continue and finish skill testing
2. Students continue playing against a different opponent than previous day

Fifth Day:
1. Single elimination tournament for boys and for girls; record winners and post on bulletin board.

Third Week:

First Day:
1. Continue boys and girls tournaments; record winners and post on bulletin board.

Second Day:
1. Begin single elimination tournament for mixed doubles; team mates assigned by instructor; record winners.

Third Day:
1. Complete mixed doubles tournament; record winners

Fourth Day:
1. Skill test for all students:
   a. Drive and volley test: teacher or another student throws 10 balls to student being tested. Student must get in correct position and play a backhand or forehand shot. Students are graded on skill form and the number of balls returned in bounds.
   b. Serving Test: five serves are attempted to each service court. Students are evaluated by the percentage of serves they successfully hit in the correct service court.

Fifth Day:
1. Written test on paddle tennis rules, regulations, terms, techniques and scoring.

h. Recreational Games: A variety of recreational games should be provided for student selection and participation. Instruction from the teacher is necessary, but student leadership should be encouraged and promoted. Whenever possible, students should be used to teach other students the rules, regulations and strategies of various games. This promotes an interaction and closeness among all types of students. It also enables some students to,

"offer something" to their classmates. In some cases this may be the only opportunity for a particular student to demonstrate a strong point of his own.

The offering of recreational games may be planned as a specific unit of instruction. In addition, recreational activities may also be made available periodically purely for the enjoyment of the students.

The selection of such activities and games should not be restricted to the conventional old standbys of checkers, chess, etc. Several students will have action games of their own which they will be willing to bring in to the class. The instructor should seek out those games that will aid students in developing the desired basic motor skills. Toy departments, local and national educational material centers, other teachers, students and a variety of educational supply catalogues can all serve to aid in the selection of games and activities.

Many games may be located and purchased and many more activities can be developed and created by the teacher and students.

i. Skish or Baitcasting Unit: Including a skish or baitcasting unit is dependent upon the availability of equipment. There should be one rod and reel for every two students or, preferably, one rod and reel for each student. There should also be a good supply of 10 or 12 pound test medium quality monofilament line. The final equipment item would be an ample supply of practice lures varying in weight from one-half ounce up to one and one-half ounce.

Targets may be hulahoops, old tires, ropes in various shapes and archery targets lying on the ground with the face up.

The area needed is determined by the size of the class. The instructor should place students 20 to 30 feet apart, even though they may be casting at the same target.

Baitcasting is a unit that requires very little adaption and can be easily participated in by all students with surprising success. It is also another activity that enables each student to progress at his own rate and yet permits controlled competition when desired.

Baitcasting offers the development of another activity with positive carry-over values for later life. It also has definite potential for increasing body awareness, eye-hand coordination, range of movement and distance judgment relative to arm power and strength.

Skish or Spin Casting Unit - Daily Class Outline (3 weeks)

Class 1 - In classroom

I. Define Skish - skill in casting: stress importance of accuracy.

II. Values - discuss:
   a. Is truly a lifetime recreational activity.
   b. Can be done by both male and female participants with equal satisfaction, together or separately.
   c. Can provide fish to eat.
   d. Improves ability to use spin-casting equipment.
   e. Is a competitive sport.
      1. Skish tournaments

III. Objectives of the course - discuss:
   a. Provide instruction in use of equipment.
   b. Provide instruction in techniques.
   c. Increase knowledge of casting and casting equipment.
   d. Increase overall skill in spin casting accuracy.

IV. Student requirements:
   a. Class attendance.
   b. Score a 70% or higher on accuracy casting at distances of 15, 20 and 25 yards using the overhand, side arm and backhand techniques.
   c. Show an improvement in distance casting with reasonable accuracy.
   d. Score a 70% or higher on a written test.

V. Importance of safety precautions:
   a. Consciousness of surroundings before casting - back, sides, front and overhead.
   b. Boating safety and wade fishing alone.
   c. Tackle care and storage.

Class 2 - In classroom

I. Display various types of fishing tackle and use of each:
   a. Casting reels and rods
   b. Spinning reels and rods
      1. closed face
      2. open faced
   c. Fly rods and reels
   d. Deep sea tackle
   e. Cast nets

II. Hand out general information sheet:
   a. Explain all terms
   b. Identify reel parts and importance of each
   c. Identify rod parts and significance of each
   d. Tying knots in monofilament lines
      1. Tying on a lure
      2. Tying or splicing two lines together

Class 3 - First day outside

I. Identify and check experienced students to use as aides in instruction of other students.

II. Demonstrate correct use of equipment, stressing safety:
   a. Have all students locate and identify orally all rod and reel parts.
   b. Instruct and see that all students execute:
      1. proper grip
      2. ratchet uses
      3. bail release
      4. reel crank and line release
      5. proper rewind techniques
      6. distance of lure from rod tip before casting

Class 4 - Outside:

I. Begin instruction in overhand cast:
   a. Demonstrate overhand cast (students practice without rod) stressing:
      1. hand, arm, elbow control
      2. starting at 9 o'clock, going past 12 over to 3 or 2 o'clock on back cast
      3. line release by index finger at approximately 10 o'clock
      4. proper foot movement
   b. Students practice overhand casting, working straight ahead with teacher and experienced students aiding and correcting.

Class 5:

I. Review proper techniques in overhand casting.

II. Locate students showing difficulties and let experienced students aid them.

III. Let rest of class practice overhand casting working on proper techniques.

IV. Stress importance of "feeling" the distance involved in casting for accuracy; working on a football field with 5 yard lines marked off will be helpful.

Class 6:

I. Overhand cast skill drills:
   a. Separate class into groups with even mixture of ability.
   b. Each person in each group takes five casts for accuracy at distances of 15, 20 and 25 yards. Use hulahoops or old tires for targets.
   c. Instructor checks as many individuals as possible to look for execution of proper techniques.

Class 7:

I. Continue skill practice of overhand casting.

II. Same groups practice (5 casts each at each distance) at distances of 15, 20 and 25 yards.

III. Work at each target with the wind at the back, in the face and against a cross wind.

Class 8:

I. Introduce and demonstrate side arm cast:
   a. Discuss uses, places and times.
   b. Discuss techniques involved, stressing rod tip relation to the direction that the lure will go on release.
   c. Compare to overhand cast.
   d. Stress safety factors in using side arm cast in certain situations.

II. Students individually practice side arm casting with instructor checking as many individuals as possible.

Class 9:

I. Skill drills employing the side arm cast.

II. Students practice in groups with 5 throws at distances of 15, 20 and 25 yards.

III. If possible, work with the wind, against the wind and against a cross wind at each distance.

Class 10:

Students compete individually with 5 casts each at 20 yard targets using both the overhand and side arm casting techniques. Score each target hit five points; within one foot, three points; within two feet, one point.

Class 11:

I. Introduce and demonstrate underhand or backhand cast:
   a. Discuss uses.
   b. Discuss and demonstrate techniques involved stressing control of rod tip and wrist action.
   c. Compare to overhand and sidearm casting.

II. Students practice backhand cast.

Class 12:

I. Skill drills using underhand cast.

II. Each student takes five throws at targets at distances of 10, 15 and 20 yards.

III. Advanced students begin accuracy distance casting.
   a. Cast down a line for distance, subtracting the distance away from the line from the total distance of the cast.

Class 13:

Skill Tests for accuracy:
a. Overhand casting; five throws at 25 yards.
b. Sidearm casting; five throws at 20 yards.
c. Underhand casting; five throws at 15 yards.

Class 14:

Complete skill testing for accuracy and finish testing all students for distance.

Class 15:

Written examination on techniques, equipment, terms and safety precautions.

j. Swimming Unit: Swimming was chosen for our adaptive program primarily because it provided the greatest application to the widest range of disabilities. With its specific therapeutic values, its skills and recreational and safety outcomes, we also felt it did more to give our students a chance to be more like other students.

Swimming also provides measurable physical, psychological and social values:

The physical values:
1. Increase in circulation
2. Deeper ventilation
3. Increase in muscular control and coordination
4. Increase in flexibility and range of body movements
5. Increase in development of strength and endurance

The psychological values:
1. A change in self-image when any progress is made
2. A partial freedom from his disability
3. Increase in mental concentration and thus a distraction from their disability
4. Personal satisfaction from any success experienced and thus a development of pride

The social values:
1. Done in the company of others
2. Makes the student more like others when he accomplishes the class objectives
3. Offers new acquaintances and friendships
4. Lets him help and receive help from others

Swimming unit overall objectives:
1. To help students overcome extreme water fear.
2. To teach as many students as possible to swim that do not know how.
3. To increase swimmers skills and knowledge of aquatic interest.
4. To aid in improving physical strength and endurance.
5. To aid in restoration of normal body movements.
6. To aid in improving psychological and social adjustment.

Class Policies Governing Swimming:

1. Only those students that have medical and parental permission may participate.
2. Set definite rules, regulations and procedures concerning pool use in regard to conduct, excuses, etc.

The Instructor: If the program is to be successful, it is necessary that the teacher be very patient, kind and understanding. He must have the ability to sense student problems concerning emotional tension, strain and other fears.

It is imperative that the instructor know each student's physical limitations and mental attitudes concerning swimming.

The teacher should also be a skilled swimmer and have knowledge in the teaching of swimming.

The Plan for the Swimming Unit: Our main concern was with the improvement of standard swimming skills as adapted to the needs and abilities of each individual.

In order to begin instruction, it was necessary to classify each student according to his ability. Once each student was placed in a general group he was given a definite assignment. These assignments should be as obtainable as possible and each student should be encouraged to try very hard to achieve his goal. Every student should be given as much individual attention as possible. The instructor should make it a practice to spend some time every period talking to and encouraging every pupil.

Classification of Students for Swimming Instruction:

1. Non-Swimmers: Afraid of the water; has no knowledge of swimming techniques.
2. Beginning Swimmers: Have basic knowledge of swimming techniques, but exercise them poorly; will not usually go into deep water; need more instruction and practice of basics.
3. Intermediate Swimmers: Can swim the width of the pool (40 feet) displaying fairly good techniques; will swim in deep end of pool; can usually do basic skills involved in practicing a variety of strokes.
4. Advanced Swimmers: Strong swimmers displaying good arm, leg and breathing techniques; capable of swimming 50 to 75 yards using a variety of strokes.

Objectives and Course Content for Each Classification of Swimmers:

Non-Swimmers Objectives:

1. To overcome fear of submerging head and face in water.
2. To learn body balance while in the water at various levels up to the neck.
3. To be able to demonstrate the basics of the free style stroke, including leg kick, arm movement and breathing techniques.

Non-Swimmers Course Content:

1. Skills to be practiced:
   a. Holding breath 10 seconds in dead man float position.
   b. Rhythmic breathing.
   c. Walking in chest deep water with balance.
   d. Front float, regaining up-right position.
   e. Pushoff, glide with paddle board and regain up-right position.
   f. Back float, regaining up-right position.
   g. Pushoff, glide with paddle board using good leg kick.
   h. Good arm movement and breathing, using kick board between legs.
   i. Basic stroke techniques across pool width.

2. Achievement measurement. They will be able to:
   a. Swim 3/4 of pool width one time using free style.
   b. Hold breath while submerged for 20 seconds.
   c. Be able to turn over from back to front and front to back without touching pool bottom.
   d. Jump into water neck deep, feet first, and swim back to pool side, using basic overhand stroke.

Objectives for Beginning Swimmers:

1. To overcome fear of swimming in water over their head.
2. To be able to execute free style stroke in addition to the side, breast and elementary back stroke one pool width.
3. To be able to execute the plain front dive in water over their head.
4. To measurably increase swimming efficiency and endurance.

Beginning Swimmers Course Content:

1. Skills to be practiced:
   a. Kicking with paddle board in overhead depth.
   b. Arm movement and breathing in overhead depth with paddle board.
   c. Swimming along pool side from overhead depth to where student can touch.
   d. Jumping feet first into overhead depth and returning to pool side.
   e. Swimming width of pool three times in water where student can touch.
   f. Swimming underwater 1/2 width of pool.
   g. Plain front diving exercises.

2. Achievement measurement. The student will be able to:
   a. Swim pool width one time in water over student's head.
   b. Swim along pool side from 9 foot depth to 3 foot depth.
   c. Swim one pool width for each of the following strokes: side, breast, elementary back.
   d. Jump into deep end of pool feet first and swim 12 yards back to pool side.
   e. Execute a plain front dive.

Objectives for Intermediate Swimmers:

1. To further stroke technique in all basic strokes.
2. To increase overall swimming strength and endurance.
3. To increase ability to tread water for longer periods of time.
4. To increase diving skills.

Intermediate Swimmers Course Content:

1. Skills:
   a. Practice of technique in the following strokes: free style, breast, side, elementary back and overhead back, two pool lengths each day of each stroke with rest between each - advance lap amounts as endurance increases.
   b. Practice diving off of pool side and under instructors supervision off of low board.

2. Achievement measurement: The student will be able to:
   a. Use the basic strokes and swim 50 yards for each stroke without stopping.
   b. Use a variety of 3 strokes (more if desired) and swim 100 yards without stopping.
   c. Execute a front dive off the low board.

Objectives for Advanced Swimmers:

1. To increase swimming strength and endurance.
2. To be able to swim 200 yards without stopping, using four strokes.
3. To aid in instruction of other students.
4. To master basic life saving techniques, including methods of respiration.

Advanced Swimmers Course Content:

1. Skills to be practiced:
   a. Endurance swimming using various strokes - graduated laps on daily basis. Teacher assigned.
   b. Swimming for specific time periods without stopping.
   c. Treading water for specific time periods.
   d. Working with and aiding other students in particular skills.
   e. Practicing life saving techniques.
   f. Practice of artificial respiration techniques.
   g. Swimming particular distances for time using specific strokes.

2. Achievement measurement. The student will be able to:
   a. To swim 200 yards without stopping, using four strokes.
   b. To demonstrate life saving techniques by rescuing another student from the pool.
   c. To demonstrate methods of artificial respiration.

Evaluation of Swimming Unit: In terms of meeting our over-all objectives, the swimming unit was very successful.

Every student that had parents' and doctor's permission increased their swimming ability, strength and endurance. In addition, there were 12 students that were very frightened of the water. Every one of these students overcame their water fear to some degree.

Eight of the fifteen students that did not know how to swim were able to swim the width of the pool upon completion of the unit. Of these eight, five were able to swim the length of the pool.

All of the 13 students classified as beginners increased their swimming ability to include the side, breast and elementary back stroke. In addition, all increased their swimming endurance to the extent that they could swim two pool lengths.

Of the students classified as advanced swimmers (18 students), all but two were able to swim 200 yards using four strokes without stopping.

On the negative side of the swimming unit there were three students that were not excused and yet refused even to try or to go into the pool. The reasons given to the instructor were, "frightened of the water", (this student related a story about almost drowning); "ashamed of the way I look in a bathing suit", "afraid of catching a cold".

There were twelve students that were excused from swimming for a variety of good reasons. These students participated in various recreational activities but received very little attention from the instructor. Because of the need to be in constant contact and to observe all swimming students, the instructor found he was unable to spend much time with the students that were not swimming. As a result it is certain that several of these students became bored.

Some of the other objectives were also realized. Many good experiences were seen in student relationships among each other. Several students were instrumental in aiding their fellow students to learn more and better swimming techniques.

There were also many instances in which an entire class would joyfully show their approval when another student made a significant accomplishment. Also some new friendships and even a couple of romances developed.

The instructor also observed that several students increased in self-confidence in addition to over-all strength and endurance. Many of the students seemed to thrive on the success they were having while learning to swim.

k. Tennis Unit:

Tennis was included as an instructional unit primarily because of the large number of students that requested it.

It was also felt that tennis would be conducive to any adaptions necessary to insure all students an enjoyable experience. In addition, tennis provided an individual sport that included many basic physical components that were desired objectives of the over-all course.

Tennis Unit Objectives:

1. To increase each student's knowledge of tennis history, rules, regulations, terminology and strategy.
2. To improve each student's technique abilities in the following rated tennis skills:
   a. Racket grip and racket face control.
   b. Body placement and ball judgment.
   c. Playing the high or the low hit ball.
3. Increase each student's skill level in the following basic tennis fundamentals:
   a. Serving
   b. Forehand and backhand drive.
   c. Forehand and backhand volley
4. Increase each student's knowledge of tennis scoring.
5. Provide each student with the opportunity to participate in both singles and doubles tennis competition relative to his individual skill level.

The following pages include the tennis unit lesson plans, in addition to the study guide and written test. These were included as an example of the type of student handouts and examinations used in the majority of instructional units.

Tennis Unit Lesson Plan:
Length: Four weeks
Equipment: One racket and at least one ball per student.
Area: Wall space where four students may practice together; enough courts to accommodate all students.

First Week:

First Class:

I. Grip - hand shake type:
   a. Purpose
   b. Demonstration
   c. All students display

II. Ready Position:
   a. Importance of movement ability.
   b. Demonstration of position and ability to move in all directions.
   c. All students assume.

III. Forehand Drive:
   a. Addressing the ball to racket side; proper positioning.
   b. Keeping eye on ball.
   c. Arm movement, swing and follow-through.
   d. All students practice movements in group under direction of instructor.

IV. Racket Face Control:
   a. Importance of hitting the ball in center of the racket.
   b. Demonstration of how angle of racket face determines projection flight of ball.

V. Review of All Basics:
   a. Grip
   b. Ready position
   c. Positioning the ball
   d. Forehand drive
   e. Control of racket face

Second Class:

I. Re-cap of Previous Day's Lesson:
   a. Demonstrate ball racket dribble; emphasize hitting ball in center of racket face; all students participate for 5 to 7 minutes using good grip; to be done daily.
   b. Demonstrate ball bounce upward; emphasize good grip, good strike technique and hitting ball in center of racket; all students do for 5 to 7 minutes.

c. Forehand Drive Drill: Students work with partner of their choice both on same side of court; one student throws balls with one bounce at other student's center or to racket side. The student having ball thrown to him assumes ready position and tries to position every ball thrown to his racket side in order to use a forehand drive. Emphasize good form and follow through and keeping the eyes on the ball in addition to racket control. Each student gets ten hits and then rotates to the throwing position.

Third Class:

I. All students do ball racket dribble and ball bounce upward drills for 3 to 4 minutes each. Emphasize these are to be done daily by every student. Refer to as warm-up drills.

II. Forehand drive drill - move student throwing balls to other side of net; emphasize good form and technique while trying to hit ball over the net in bounds. Each student takes ten hits and changes to thrower.

Fourth Class:

I. Introduce backhand drive technique:
   a. Demonstrate
   b. Have students practice technique dummy.
   c. Stress positioning, racket control, eyes or ball and follow-through.
   d. Backhand drive drill with thrower on same side of net.

Fifth Class:

I. All students do warm-up drills.

II. Use of "Deamons" by every student to practice both the forehand and backhand drives.

Second Week:

Sixth Class:

I. Introduction of the serving skill technique:
   a. Importance of this to the game.
   b. Rules governing.
   c. Demonstration of technique.
   d. Students go through serving technique dummy with no balls.
   e. Serving skill drills into fence at distance up to 15 to 20 feet; stress form, power and follow-through; to be used as warm-up drill and referred to as Number 4.

Seventh Class:

I. Warm-up drills numbers one, two, three and four.

II. Serving skill drill: Students work with partners serving to each other's service court, alternating so that they work to both the right and left sides; teacher moves about making corrections and offering help.

Eighth Class:

I. Hand out study guide; go over, discuss briefly the history, terms, equipment and playing area; cover in detail the basic rules and regulations.

II. Show film strips.

Nineth Class:

I. Begin class play - singles, stress all rules, keep proper score; One-half class plays.

II. Test other half for skill ability in forehand and backhand drive.

Tenth Class:

I. Continue class play.

II. Test remaining group in forehand and backhand drive.

Third Week:

Classes numbered 11, 12, 13 and 14. Singles tournament play. Single elimination - losers practice skills or play against each other.

Fifteenth Class:
Students choose partners. Doubles tournament - single elimination. Losers practice skills or play against each other.

Fourth Week:

Classes numbered 16 and 17. Continue doubles tournament.

Classes numbered 18 and 19. Skill test in forehand and backhand drive, skill test in serving.

Twentieth Class:
Written test on tennis unit.

Tennis Unit Study Guide:

History: Tennis in its earliest form was played in ancient Greece before the birth of Christ.

The game was first played by batting a ball against a wall with the bare hand. Later, a small paddle was added and the wall was replaced by a mound of dirt. Eventually the center was cut from the paddle and replaced with strings, while a net was substituted for the mound of dirt.

Tennis reached its popularity mainly with the royal families of Europe. It was several centuries before the game was played by the people of all classes.

The sport was introduced in the United States in 1784 and in 1881. The United States Lawn Tennis Association was formed to establish the rules and regulations for this country.

In 1900 the first Davis Cup Championship International Tournament for men was played.

Today, tennis ranks as one of America's most popular and favorite recreational sports. It may be said that there is a "tennis boom" taking place in our country.

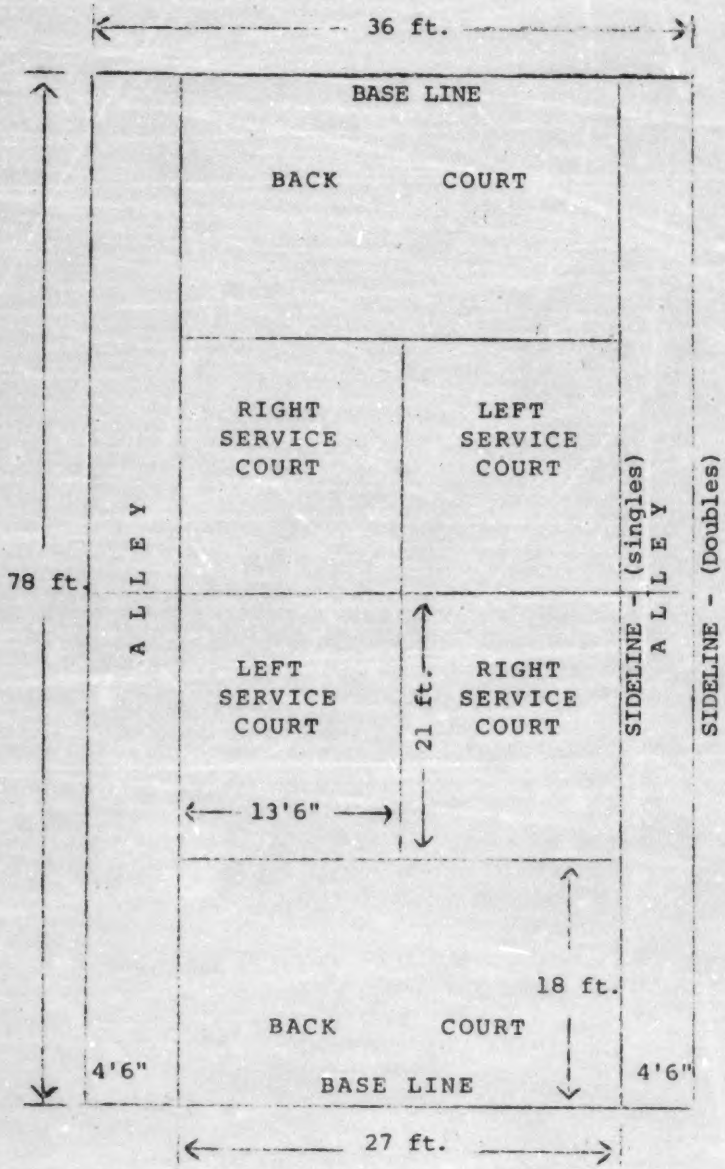
Tennis Terms:

1. Ace: Winning the point on your first serve with no return.
2. Alley: 4-½ foot space between the two sidelines - distinguishes the singles court from the doubles court.
3. Advantage: Also referred to as ad; a player needs only one more point to win the game.
4. Back Court: Area from base line up to service line.
5. Base Line: End boundary line on both ends of court.
6. Chop: Stroke hit with an underspin; makes ball die.
7. Doubles: Two players playing against two more players.
8. Double Fault: Missing the service court on both server attempts.
9. Drive: A stroke hit on the bounce with either the forehand or the backhand.
10. Duce: Game is tied at thirty or more.
11. Fault: Not getting the ball within the service court on a serve.
12. Front Court: From net to service line.
13. Let: Serve hitting net and goes over correctly; played over.
14. Lob: A ball hit high and above and behind your opponent.
15. Love: Zero points.
16. Match: Winning two out of three sets for girls and three out of five for boys.
17. Mixed Doubles: One boy and one girl playing against another boy and girl.
18. Punch: A short stroke with very little follow-through.
19. Receiver: Player to whom ball is served.
20. Server: Player serving the ball.
21. Service Court: Area in which serve must go.
22. Service Line: Twenty-one feet from net separates service court from back court.
23. Set: Number of games usually six, in which one player wins by two games.
24. Sidelines: Boundary lines on both sides of the court that meet the base lines at right angles.
25. Singles: Tennis game between two individual players.
26. Smash: Slamming the ball hard downward close to the net.
    A ball hit before the ball bounces.

Tennis Court Description and Dimensions: Tennis may be played indoors or outside. The court surface may be made of clay, cement, asphalt, wood or other materials. There are some grass courts still in use today.

The singles court is 27 feet wide and 78 feet long. The doubles court is 36 feet wide and 78 feet long. The net is three feet high in the middle and three feet six inches at the post.

TENNIS COURTS



Tennis Etiquette:

1. Do not go into another court after a ball if someone else is using that court unless it is at a time when you would not interfere.
2. Always roll or throw the ball back to your opponent.
3. Always give the server's score first.
4. Always display good sportsmanship; don't argue with your opponent.

Tennis Safety:

1. Never leave your racket on the court or anywhere where you or anyone else would step on it.
2. Watch where you are walking.
3. Watch where you are swinging your racket so as not to hit anyone.
4. Always hold your racket firmly so that it will not slip out of your hand.
5. All players should wear tennis shoes.

Tennis Scoring: Always give the score of the server first. The first point is called "15". The second point is called "30". The third point is called "40". The fourth point is the final point and is called "game". You must win by two points in order to win a game. Deuce means the game is tied at 30 or more points. The next point after deuce is referred to as the advantage or "ad".

Basic Tennis Rules and Regulations:

1. The same player serves an entire game.
2. The server serves from behind the base line starting from the right side and then alternating from left to right.
3. The server has two tries to serve the ball into his opponent's service court; if he doesn't, his opponent get the point.
4. A serve that hits the net and goes over is called a "let" and is served over with no penalty.
5. On a serve the receiver must let the ball bounce once.
6. Except on the serve, all balls hitting the net and going over are considered in play and count.
7. Any ball touching a line is considered in bounds and should be played.
8. Except for the serve, a ball may be hit before it bounces.
9. The ball may bounce on your side only one time.
10. Any player that touches the net with his racket loses the point to his opponent.
11. In doubles, the partners must alternate servi , games.
12. Players change sides of the court on every odd numbered game.
13. Six games must be won and a two game lead must be maintained in order for a player to win a set.
14. A match is decided in men's play by winning three out of five sets and women must win three out of five to win the match.

Tennis Test - Use the provided answer sheet:

1. Tennis was played over two thousand years ago.
2. The game was played in the same way in ancient times as it is today.
3. The Davis Cup Championships are only open to American male players.
4. Tennis is on the decline and is not very popular in America today.
5. An ace means winning a point on your first serve attempt with no return from your opponent.
6. If you have the advantage or it is your ad, it means you are the better player.

7. A drive can be forehand or backhand.
8. Deuce means the game is tied at 15 each.
9. Fault is the term given to losing the point for hitting the net with your racket.
10. You lose the point if you have a let ball on the serve.
11. Love means zero points.
12. The receiver serves to the server.
13. You can win a set by the score of eight to six.
14. To win a match in men's singles, you have to play more games than in a women's match.
15. A volley and a drive can be forehand or backhand.
16. Tennis may be played indoo-s or on outside courts.
17. The most common type of tennis courts have grass surfaces.
18. The doubles court is longer than the singles court.
19. The net is higher in the middle than it is at the post.
20. You may step over the base line before you serve.
21. The same player serves the entire game.
22. The server has two tries to get the ball in the correct service court.
23. On a serve the receiver must let the ball bounce once.
24. A ball that hits on a line is considered out of bounds.
25. Always give the score of your opponent first.

Fill in the Blank - Questions:

26. The first point is called _____.
27. The second point is called _____.
28. The third point is called _____.
29. The fourth point is called _____.
30. The next point after deuce is referred to as the advantage or _____.
31. To begin a game the server always begins serving from the _____ side of the court.
32. Players change ends of the court on every _____ numbered game.
33. To win a mens match you must win _____ out of five sets.
34. To win a womens match you must win _____ out of three sets.
35. All players should wear _____ shoes when playing tennis.

1. Volleyball Unit:

Volleyball requires more modification and adaption than any other unit. The students' lack of coordination, strength and power necessitates many changes.

Mast of the changes made involved distances concerning court size, number of hits on a side, the ball hitting the ground and serving.

Volleyball was selected by student request for a team sport. It was the first competition on the team level that was attempted in the adaptive classes.

The lack of abilities was more evident in volleyball and created an unfavorable atmosphere in team competition. Students tend to be extremely critical of their teammates, causing certain individuals further emotional strain.

In order to alleviate these difficulties, the competition was modified to the extent that all students could successfully compete. These changes resulted in the students enjoying the activity and still working toward improvement of basic volleyball skills.

The significant difficulties observed and the physical deficiencies peculiar to each basic skill were as follows:

(a) Serving - strength, power, coordination.
(b) Volleying - body placement and judgment, quickness.
(c) Setting Up - eye-hand coordination.

The modified rules developed to enable all students to participate satisfactorily in the competition were:

1. Servers could serve from the right-back position but were not required to serve from behind the end line.
2. Any player could hit the ball any number of times in succession.
3. A ball could be hit any number of times on the same team's side.
4. It was permitted to hit a ball after it had bounced once.
5. Scoring was changed so that each team received a point every time its opponents' committed a foul according to the new rules.

Volleyball Unit Objectives:

1. To provide team participation and competition.
2. To improve students' basic motor skills.
3. To increase each student's basic volleyball skills.
4. To increase each student's knowledge of volleyball rules, regulations, terms and scoring.

Student Evaluation:

1. Skill test in serving ability according to power and accuracy.
2. Skill test in volleying, passing and setting up.
3. Written test covering rules, regulations, scoring and skill techniques.

XIII. FORMS USED IN ADAPTIVE PHYSICAL EDUCATION:

1. A.P.E. Form 100 - Letter to Parent
2. A.P.E. Form 101 - Identification
3. A.P.E. Form 102 - M.D.
4. A.P.E. Form 103 - Validation
5. A.P.E. Form 104 - Personal Opinion Survey
6. A.P.E. Form 105 - Posture Testing Record
7. A.P.E. Form 106 - Physical Fitness Test Record
8. A.P.E. Form 107 - Student General Information
9. A.P.E. Form 108 - Individual Exercise Program
10. A.P.E. Form 109 - Individual Student Self Evaluation

(See above forms on the following pages)

A.P.E. FORM 100

THE SCHOOL'S LETTERHEAD

Dear Parent:

In order to better meet the health needs of all our students, _____ High School wishes to acquaint you with the service it is prepared to render through its Physical Education Department.

Physical education is required by low for all students attending high school in Florida. As many students are not physically or emotionally able to participate in the regular physical education classes, special classes are going to be provided.

This new program will include both boys and girls and will in some ways be the same as the regular physical education classes. The main differences will be that the activities will be adapted or changed to meet the needs and desires of each individual student.

The basic curriculum will include: (Only with doctor approval) Recreational and quiet games; instruction in basic movement skills such as throwing, catching, jumping, etc.; controlled individual, dual and team sports; limited swimming activities; modified gymnastics, tumbling and weight lifting; special exercise programs for each student as prescribed by their physician.

After consulting with the deans, guidance counselors and physical education teachers, your child has been recommended for this class. Enrollment in these classes will be based on parental and doctor approval.

In order for your child to receive the benefits of this program, please sign the enclosed form and contact your family doctor or nearest health service in order that they may complete the remainder part of the form.

If you have any questions about the reasons your child was selected or about the program, please call me at school _____ or at my home _____.

Please return the enclosed form upon completion to _____ High School's main office as soon as possible.

Sincerely,

Instructor,
Adapted Physical Education

A.P.E. FORM 101

_____ High School
Adaptive Physical Education
Identification

Name: _____ Age: _____ Class: _____

Address: _____ Zip Code: _____

Telephone: _____ Sex: _____ Height: _____ Weight: _____

Parents' Names: Father _____ Mother _____

Father's Place of Employment: _____

Mother's Place of Employment: _____

Nature of disability or limitations: _____

_____

_____

Approximate Academic Grade Average: _____.
Approximate Physical Education Grade Average: _____.

Physical Education Teacher's Comments: _____

_____

_____

Guidance Counselor's Comments: _____

_____

_____

Dean's Comments: _____

_____

_____

Special Education Teacher's Comments: _____

_____

_____

Parent's Comments: _____

_____

_____

A.P.E. FORM 102
M.D.

THE SCHOOL'S LETTERHEAD

Dear Doctor:

In order to better meet the health needs of our students, _____ High School wishes to acquaint you with the service it is prepared to render through its Physical Education Department.

As you know, Physical Education is required by law for all students attending high school in Florida. As many students are not physically or mentally able to participate in the regular physical education classes, special classes are going to be provided for a few selected students to engage in corrective work of various kinds, for limited activity, or for complete rest.

These classes are being made available to students in the following categories:

1. Physically limited due to illnesses, injuries, respiratory diseases or birth defects.
2. For the overweight or underweight student.
3. Students with poor body mechanics that have not mastered many of the basic motor skills.
4. Students with very poor posture or weak musculature.
5. Students with emotional problems that affect their physical abilities and participation.

The program of instruction will be co-educational and will in many ways parallel the regular physical education classes. Our curriculum will be adapted in order to offer an opportunity for all students to participate in enjoyable recreational, physical, and various sports appreciation activities. The central objective of our efforts will be to offer each student an individual program based upon his needs. The classes will be small (20-25 students) and individual attention will be given each student.

The instructor holds a Master's Degree in Physical Education and has ten years of teaching experience, including adapted physical education.

The basic curriculum will include: Special exercise programs for each individual as prescribed by his physician; modified gymnastics, tumbling, and weight lifting; limited aquatics; adapted individual, dual and team sports; recreational and quiet games.

Your suggestions and your interest in this program are solicited.

Sincerely yours,

Instructor,
Adapted Physical Education

Approved:_____Principal

A.P.E. FORM 103

_____ High School
Adaptive Physical Education
Validation

Subject: Physical Education Recommendations for My Patient

_____
Name of Patient

From: _____
Name of Physician

Based on my examination of the above named patient, I wish to state the following recommendations in regard to his/her physical education program.

Diagnosis (Please state in layman's terms): _____

_____

_____

_____

Special corrective exercises or activities recommended (Please List): _____

_____

_____

Please check all of the activities below that you feel would be advantageous and safe for the student to participate in:

Exercise Program		Team Games		Individual Activities			
Abdomen	___	Basketball	___	Aquatics-		Golf	___
Arms	___	Football(touch)	___	Swimming	___	Handball	___
Back	___	Soccer	___	Diving	___	Horseshoes	___
Chest	___	Softball	___	Archery	___	Skating	___
Feet	___	Volleyball	___	Badminton	___	Table Tennis	___
Knees	___			Bait Casting	___	Tennis	___
Leg-lower	___			Billiards	___	Limited	
Leg-upper	___			Bowling	___	Tumbling	___
Total body	___			Deck Tennis	___		
Jogging	___			Limited			
Limited				Gymnastics	___		
Weight-lifting	___			Paddle Tennis	___		

Please list any special instructions regarding this student: _____

_____

_____

Date: _____ Signed: _____
Physician

Parental Approval: Date: _____ Signed: _____
Parent or Guardian

A.P.E. FORM 104

ADAPTED PHYSICAL EDUCATION CLASS
PERSONAL OPINION SURVEY

Name: _____.

What is your favorite sports activity to participate in? _____.
What is your favorite sports activity to watch? _____.
If you were going to be a professional athlete, what sport would you choose? _____ Why? _____.
List two of your hobbies _____.
Check the sports activities or games you would like to learn more about:

Archery___	Basketball___	Badminton___	Gymnastics___	Skish(bait casting)___
Golf ___	Football ___	Tumbling ___	Trampoline___	Table Tennis ___
Tennis ___	Volleyball___	Swimming ___	Checkers ___	Weight Lifting ___
Chess ___		Riflery ___		Track & Field ___

List three sports you think you know a lot about: _____ _____ _____.
List three sports you feel you do not know enough about _____ _____.
List as many sports activities as possible that you have watched personally or on TV: _____.
List the sports you know one or both of your parents participated in: _____.
Check the areas you feel you need to improve in:

Strength (arms)	___	Throwing a ball	___	Agility	___	Running	___
Strength (legs)	___	Catching a ball	___	Speed	___	Swimming	___
Strength (overall)	___	Hitting a ball	___	Balance	___	Diving	___
Shooting a basketball	___	Dribbling a ball	___	Quickness	___		
Stamina or endurance	___	Flexibility	___	Coordination	___		

The last time you took physical education what activities did you like most? _____.
Least? _____.
Do you plan to dress out for all of the classes _____, some of the classes ____ never _____.
Do you think this course will be of some help to you? _____.
If your answer is yes, how will it help you? _____
Would you feel more comfortable taking regular physical education? _____
Why? _____
Do you object to participating in this class because it contains both male and female students? _____.
So far, what are the weak points of this class? _____
_____.
Strong points: _____
_____.
What is your parents' opinion of your taking this class? _____
_____.

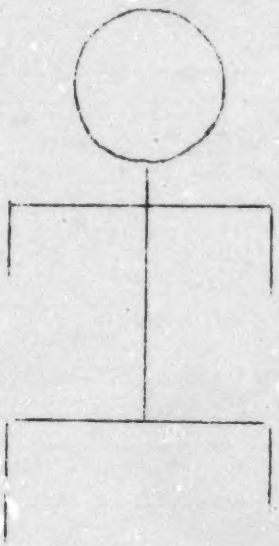
A.P.E. FORM 105

_____ High School

Posture Testing Record

Name_____ Ht._____ Wt._____ Age_____

Grade_____ Period_____ Teacher_____ Date_____



Chest ____

Waists ____

Hips ____

Thigh L____ R____

Calf L____ R____

Ankle L____ R____

Bicep L____ R____

Wrist L____ R____

Deviations	Lateral	Anterior	Posterior
1. Body lean	Twist, Tilt 0 (R L)	Forward	Backward
2. Head	Tilt - (R L)	Forward	
3. Chest		Forward	
4. Shoulder	Tilt - (R L)	Flat Elevated	
5. Shoulders	Scapulas-winged - (R L)		
6. Back	Scoliosis-Cervical (R L) Dorsal (R L) Lumbar (R L)	Kyphosis-Lordosis Sway	
7. Abdoman (Ptosis)			
8. Pelvis	Prominence (R L) Low (R L)	Rotation (1-2-3)	
9. Legs	Tib-Tor.(Int. Ext.)	Knocked (1 2 3) Bowed (1 2 3) Hyper (1 2 3)	
10. Feet	Arches - Weak, flat (1 2 3) Toes - Valgus, hammer Ankles - Pronated (R L) (1 2 3)		

A.P.E. FORM 106

_____ High School
Adapted Physical Education
Physical Fitness Test Record

NAME _____ PERIOD _____

ACTIVITY	DATE				AMOUNT * TIME * DISTANCE					

A.P.E. FORM 107

_____ High School
Adapted Physical Education

Name: _____, _____ _____
Last First Middle

Address: _____ _____ Phone: _____
Number Street Zip

Date of Birth: _____ Age: _____ Grade: _____

Daily Class Schedule:

PERIOD		ROOM NUMBER	INSTRUCTOR
HOME ROOM # _____			
	SUBJECT		
1st			
2nd			
3rd			
4th			
5th			
6th			

Person to notify in case of emergency:

_____ _____ _____ _____
Name Relation Phone Place of Employment

School attended last year: _____

P.E. grade last year: _____

Guidance Counselor: _____

Religion: _____

Parents or Guardians: Father _____ _____
Place of Employment

Mother _____ _____
Place of Employment

A.P.E. FORM 108

Adapted Physical Education
Individual Exercise Program

_____ _____ _____ _____
Name Period Class Date

Warm-up and Flexibility Exercises - Rolling and Stretching
Neck rotation - Right_____ Left_____
Arm rotation - Right_____ Left_____
Waist rotation- Right_____ Left_____
Legs -(a) Stretch right_____ counts Left _____counts
(b) Cross leg stretches Right_____ Left_____.
Hips - Right rotation_____ Left rotation_____.
Back and Abdomen - (a) Back stretchers _____
(b) Alternate Toe touch right_____.
(c) Double leg raising - Right_____ Left_____.
(d) Bent knee sit-ups _____.

Total Body Exercises:
Side straddle hops _____
Squat thrust _____
Jogging (in place) _____ seconds
Running _____

Strength Exercises:
Push ups ____
Pull ups ____
Bar hang ____
Overhead Press _____reps. at _____ lbs.
Toe raisers _____reps. at _____ lbs.
Leg press _____reps. at _____ lbs.
Knee flexion _____reps. at _____ lbs.
Knee extension _____reps. at _____ lbs.
Lat pulls _____reps. at _____ lbs.
Forward curls _____reps. at _____ lbs.
Backward curls _____reps. at _____ lbs.
Bench press _____reps. at _____ lbs.
Wrist rolls _____reps. at _____ lbs.
Hand grips Right____reps. Left _____ reps.

Isometric Exercises:
Hand press (in front of chest) _____ reps. in ____seconds
Wall press _____reps. in ____seconds
Ankle holds _____reps. in ____seconds

Coordination Exercises:
Balance Beam - (a) _____forward walks
(b) _____backward walk
(c) one leg stands - Right____ Left ____
(d) forward bonds _____
(e) turns - Right_____ Left _____
Ping-pong ball bounce - _____seconds right and left hands
Volleyball dribble - _____right and left handed

A.P.E. FORM 109

_____High School
Adapted Physical Education
Individual Student Self-Evaluation

Name:_____Period____Date_____Unit_____

This is an opportunity for you to take part in grading yourself in the same areas that you will be graded on by the instructor. Use the rating scale of 1 to 5 depending on how you rate yourself. The rating scale is as follows:

5 - Excellent (A)	2 - Below Average (D)
4 - Above Average (B)	1 - Poor (E)
3 - Average (C)	

Individual Factors 40% of Total Grade:

Participation	2x_____
Dressing out	2x_____
Effort exerted	2x_____
Enthusiasm displayed	2x_____
Cooperation with classmates	2x_____
Cooperation with the teacher	2x_____
Leadership	2x_____
Sportsmanship	2x_____
Helping classmates	2x_____
Overall attitude	2x_____
Attendance	2x_____
Punctuality	2x_____
Class conduct	2x_____

Skill Ability 20% of Total Grade:

Performance of skills	_____
Skill test	_____
Skill level improvement	_____

Physical Fitness Area 20% of Total Grade:

Execution of exercise program	_____
Improvement in strength	_____
Improvement in flexibility	_____
Improvement in stamina	_____
Overall physical improvement	_____

Knowledge Area 20% of Total Grade:

Knowledge of skill techniques	_____
Knowledge of safety factors	_____
Knowledge of rules & regulations	_____
Grade on written test	

TOTAL POINTS _____

Add your total points up and divide by 25 to determine your average grade. AVERAGE GRADE_____